ED 453 352   AA 001 334

Resources in Education (RIE). Volume 36, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 453 353   CE 081 374

Long, Michael
Analysis of Longitudinal Data: Participation in VET Vocational Education and Training . Working Paper No. 29.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Articulation (Education); Data Analysis; Developed Nations; Educational Demand; Educational Trends; Enrollment; Foreign Countries; Graduate Surveys; Higher Education; Job Training; Longitudinal Studies; Participant Characteristics; Postsecondary Education; Socioeconomic Status; Student Participation; *Technical Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia

An analysis examined changes in participation in vocational education and training and in schooling and higher education in Australia. It drew principally on data from the Youth in Transitions study. Participation estimates were based on information from four cohorts of young people. Members of each cohort initially completed multiple-choice tests in reading comprehension and mathematics and then completed an annual mail questionnaire focused on participation in education and the

Improvement; Statewide Planning; *Student Evaluation; Test Selection
IDENTIFIERS- Even Start; *Texas

The Texas "Families First" project was started to accomplish the following: (1) strengthen the capacity of local family literacy projects to design, support, and administer high quality programs by leveraging resources from several agencies in the state; and (2) finalize the indicators of program quality (IPQs) in early childhood education for Even Start family literacy programs. The three institutions of higher education involved in the project during the first year identified instruments for assessment in early childhood education and provided opportunities for staff in Head Start and Even Start programs to learn to use the instruments and to conduct follow-up meetings with Even Start programs. Findings from the meetings included the following: (1) only 51 percent of Even Start programs were represented at the focus group meetings; (2) although participants learned a great deal about the instruments, they did not feel they were able to administer them properly without more training; (3) three assessments were identified as used most often in Even Start; (4) participants identified strengths and weaknesses for the five instruments demonstrated in the training meetings; and (5) some programs plan to add at least one of the instruments to their assessment package. Recommendations were made for improvements in the timing of assessment training, cost of assessment instruments, standardization of assessment across the state, program accountability, input from early childhood specialists in the development of the IPQs, accountability based upon factors beyond a local program's control, and standardization versus the unique needs of each program. (KC)

ED 453 370 CE 081 766

Promising Practices in Career and Technology Studies (CTS).
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Course Content; Curriculum; *Demonstration Programs; Developed Nations; Foreign Countries; *Job Skills; Models; Partnerships in Education; *Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- *Alberta; *Career and Technical Education

This document contains profiles of 130 successful programs and partnerships in Career and Technology Studies (CTS) in Alberta, Canada. Following an introduction to the CTS program and its implementation, the profiles are organized into 23 sections that follow the strands of the program. The sections cover the following topics: CTS general; agriculture; career transitions; communication technology; community health; construction technologies; cosmetology studies; design studies; electro-technologies; energy and mines; enterprise and innovation; fabrication studies; fashion studies; financial management; foods; forestry; information processing; legal studies; logistics; management and marketing; mechanics; tourism studies; and wildlife. Two appendices contain CTS credit completion statistics and a CTS release of information form. (KC)

Educational Development Tests; Impact Studies
IDENTIFIERS- General Educational Development Tests; Impact Studies

This document contains nine papers from a systematic, classroom-based study of multiple intelligences (MI) theory in different adult learning contexts during which adult educators from rural and urban areas throughout the United States conducted independent inquiries into the question of how MI theory can support instruction and assessment in adult basic education (ABE), adult secondary education, and English for speakers of other languages (ESOL). The following papers are included: "Will Awareness of Their Own Intelligence Profiles Help My Students Become More Independent Learners?" (Betsy Cornwell); "How Can Teacher and Student, Working Collaboratively, a. Identify the Student's Strongest Intelligences through MI-Based Assessment and Classroom Activities? and b. Use the Understanding of These Intelligences To Guide the Learning Process?" (Meg Costanzo); "1. What Impact Do ESOL Activities Informed by the MI Theory Have on Student Engagement and Learning Strategies? and 2. How Do Prior Cultural Learning and Experiences Shape Students' Reaction to and Participation in ESOL Activities Informed by the MI Theory?" (Terri D. Coustan); "What Kind of MI-Informed Instruction and Assessment Can Be Developed That Will Help Adult Learners Deal with Math Anxiety, So They May Reach Their Stated Goals?" (Bonnie Fortini); "Can MI-Informed Lessons Help the Progress and Attendance of LD (Learning Disabilities) and ADD (Attention Deficit Disorder) Students Preparing for a GED?" (Martha Jean); "How Will Adult Diploma Students' Awareness of Their Own Intelligences and Their Participation in Activities Informed by MI Theory Affect Their Career Decision-Making Process?" (Jean A. Mantzaris); "What Effect Does Metacognitive Awareness of Their Own Multiple Intelligences Have on the Perceptions of Effective ESOL Teaching and Learning by Students With Limited Native Language Literacy? What Happens When I Try To Integrate MI into an ESOL Class?" (Diane Paxton); "Will the Use of a Multiple Intelligences Framework Support the Goals and Practices of Popular Education in an ABE Classroom?" (Wendy Quinones); and "How Does Knowledge of Multiple Intelligence Theory Broaden a Multi-Sensory Approach to the Teaching of Writing? How Does the Application of Multiple Intelligence Theory Enhance a Multi-Sensory Approach to the Teaching of Reading?" (Lezlie Rocka). Concluding the document is a 72-item reference list. (MN)

ED 453 387 CE 081 797

Turner, John A., Ed.
Pay at Risk: Compensation and Employment Risk in the United States and Canada.
PUB DATE- 01
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Comparative Analysis; Definitions; Delivery Systems; Economic Change; *Economic Factors; Economic Impact; Employer Employee Relationship; Employment Patterns; *Employment Practices; Flexible Working Hours; Foreign Countries; Fringe Benefits; Health Care Costs; Health Insurance; Insurance; Job Development; *Job Security; Labor Market; Labor Needs; Labor Supply; Macroeconomics; Medical Services; Part Time Employment; Political Influences; Public Policy; Retirement; Retirement Benefits; *Risk; *Risk Management; Salary Wage Differentials; Self Employment; Taxes; Temporary Employment; Tenure; Trend

Webster, E.; Dockery, M.; Bainger, T.; Kelly, R.
Training for the Skilled Trades in Australia, 1980-2000: Training Reforms. Australian Apprenticeships.
PUB DATE- 01
NOTE- 125p.; For a summary of this paper, see CE 081 820. Funded by a National Research and Evaluation Committee contract.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Apprenticeships; Auto Mechanics; *Blue Collar Occupations; Building Trades; Compliance (Legal); Developed Nations; Educational Certificates; Educational Legislation; Electrical Occupations; Employment Patterns; *Employment Qualifications; Foreign Countries; Incentives; Job Satisfaction; Job Skills; Job Training; Labor Turnover; Metal Working; Postsecondary Education; Skilled Workers; State Government; *Student Certification; *Trade and Industrial Education; *Unskilled Workers
IDENTIFIERS- *Australia; Career Paths

This paper examines trends in occupational mismatch in the metal, building, vehicle, and electrical trades and questions whether the process of award restructuring that began in the late 1980s has created incentives for unskilled blue collar workers to pursue skill-based career paths in the trades. Chapter 1 discusses the paper's aim and history of apprenticeship. Chapter 2 presents an overview of tradesmen, qualified and unqualified, between 1971-96 and gives a perspective of how many unqualified tradesmen have been working each trade area, what sorts of jobs qualified tradesmen have taken, and possible reasons for high levels of unqualified tradesmen. Chapter 3 reviews both legislative rules and procedural behaviors that have inhibited or promoted the formal training and recognition of unqualified adult tradespeople. Chapter 4 examines the effect of training market reforms over the past 10-15 years on the career progression of experienced, but not apprenticed, tradespeople in the main trades. Chapter 5 estimates a model of the comparative level of job satisfaction for tradespeople that was developed in seeking information on why the trades have high attrition rates. Chapter 6 looks at the role of post-trade training in lowering attrition of qualified tradespeople from the trade. Chapter 7 concludes with recommendations for further research. (Appendixes include 50 references, state training legislation, and main data sources consulted.) (YLB)

ED 453 405 CE 081 828

Teeters, Jim
Teach with Style: A Comprehensive System for Teaching Adults.
PUB DATE- 01
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Adult Students; Children; Classroom Techniques; Comparative Analysis; Definitions; Delivery Systems, Educational Environment; Educational Strategies; Guidelines; Instructional Development; Learning Activities; Learning Processes; Learning Theories; Professional Development; Self Evaluation (Individuals); *Systems Approach; Teacher Improvement; Teacher Role; *Teacher Student Relationship; *Teaching Methods;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Concept Mapping; Developed Nations; *Educational Benefits; *Educational Theories; Foreign Countries; *Global Approach; Human Resources; *Labor Force Development; Opinion Papers; *Organizational Effectiveness; *Role of Education; Theory Practice Relationship
IDENTIFIERS- *Globalization; United Kingdom

This symposium on human resource development (HRD) theory consists of three presentations. "The Real Debate: Who Does HRD Serve?" (Wendy E.A. Ruona) finds three distinctive sets of beliefs about who/what HRD serves, namely that HRD serves individuals, organizations, and multiple stakeholders. "Theorizing HRD" (Jim McGoldrick, Jim Stewart, Sandra Watson) attempts to derive a conceptual "map" of HRD in the United Kingdom and does not present a particular position on HRD. "HRD as a Factor in the Inevitable Move to Globalization" (Gary N. McLean), an opinion piece, explores the implications for HRD of globalization. Concluding that globalization is inevitable, the paper makes recommendations for HRD's role, with emphasis on integrity in the process. All three papers include substantial bibliographies. Two of the papers include substantial bibliographies. (YLB)

ED 453 423 CE 081 846

Organization Development. Symposium 16. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Administration; Adult Education; Definitions; Foundations of Education; Human Capital; Human Resources; *Labor Force Development; Management Systems; Organizational Climate; *Organizational Development; *Organizational Effectiveness; Performance Factors; *Performance Technology; Sex Differences
IDENTIFIERS- Dependent Variables; *Management Styles

This symposium on organization development (OD) consists of three presentations. "A Study of Gender Management Preferences as Related to Predicted Organizational Management Paradigms for the Twenty-First Century" (Cathy Bolton McCullough) reports a study that found that access to diverse management preferences and the manner in which the combination of these diverse preferences is successful can assist human resource professionals in guiding organizations to adapt management styles and expectations to best meet the predicted twenty-first century rules of business. "Considering OD Theories from the Theoretical Foundations of Human Resource Development (HRD) and Performance Improvement" (Thomas J. Chermack, Susan A. Lynham) proposes that core OD theory be addressed from the theoretical foundations of HRD and the perspective of performance improvement, two views that when combined provide a powerful and useful means for identifying and selecting theories of OD for performance improvement. "OD: An Examination of Definitions and Dependent Variables" (T. Marshall Egan) explores 27 definitions of OD published from 1969 to the present. Associated dependent variables are examined. All three papers organizational culture and performance. The session goals were as follows: (1) give participants a working knowledge of the link between business culture and key business performance indicators; (2) give participants a hands-on understanding of the implications of an organization's specific culture profile; and (3) help participants understand the pathways for accelerated change in high performing organizations through targeted culture change strategies based on the Denison Organizational Culture Survey (DOCS). The DOCS, which is based on the premise that people's behaviors are a reflection of the culture of the organization where they work, was presented as a model to utilize for applied research. Session participants were introduced to the DOCS and given an opportunity to learn to use it to determine where an organization needs to focus its energies and to educate leaders, managers, and employees relative to issues of alignment, organizational direction, employee involvement, and sense of validation. Participants were facilitated through an open discussion of case studies, best practices, and success/failure stories. The discussion was guided by implications, applications, future research, questions, and points of interest. (Contains 30 references.) (MN)

ED 453 441 CE 081 865

Workplace Learning Issues. Symposium 31. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Corporate Education; Economic Factors; Economics; Enrollment Influences; Foreign Countries; Hospitality Occupations; Hotels; Human Resources; Insurance Companies; *Labor Force Development; Learning Motivation; Manufacturing Industry; Models; Nonprofit Organizations; *Organizational Climate; *Organizational Objectives; Organizational Theories; *Participation; Postsecondary Education; Research Design; Research Methodology; *Self Management; Surveys; Theory Practice Relationship; Training
IDENTIFIERS- Australia; Impact Studies; Learning Organizations; Netherlands; United States

This document contains three papers on workplace learning issues and human resource development. "The Impact of Self-Management on Training Participation" (Jasper B. van Loo, Andries de Grip, Jo G.L. Thijssen) combines HRD and economic theory to in an attempt to explain the relationship between self-management and training participation. An economic model is used to formulate five research hypotheses that are then investigated by using survey data from workers in a large insurance company. "Corporate Training as an Organization Subsystem" (Monica M. Tuttle) compares organization subsystems of finance and corporate training and argues that, with both seeking to optimize different qualities within the larger system, one variable is likely to be suboptimized. The ramifications of this situation, including the issue of increased accountability in measurement as an area for further research, are discussed. "The Relationship between Workplace Training and Organizational Commitment in Australian Organizational Settings: A Preliminary Analysis" (Adela J. McMurray, Rae Dorai) reports on a survey of staff at various levels in the hotel industry, automotive

PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Education; Drug Rehabilitation; Illegal Drug Use; *Lysergic Acid Diethylamide; Moods; *Prevention
IDENTIFIERS- Dissociation; *Hallucinogens; Phencyclidine

Research is developing a clearer picture of the dangers of mind-altering drugs. The goal of this report is to present the latest information to providers to help them strengthen their prevention and treatment efforts. A description is presented of dissociative drugs, and consideration is given as to why people take hallucinogens. The physical characteristics of LSD are described along with its mood altering effects. Specific facts about dissociative drugs are also included such as the forms of phencyclidine (PCP); the nature of ketamine and dextromethorphan; their street names; and their side effects. (Contains a glossary of terms and 10 references.) (JDM)

ED 453 461 CG 030 913

O'Shea, Dan; King, Christopher T.; Schroeder, Daniel; Norman, Patricia
The Effectiveness of Non-Custodial Parent Referrals to Workforce Services in Bexar and Harris Counties: An Initial Assessment.
SPONS. AGENCY- Texas State Attorney General's Office, Austin.; Texas Workforce Commission, Austin.
PUB DATE- 01
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Child Support; Coordination; Employment Counselors; *Employment Services; *Evaluation; Income; *Parenting Skills; Program Effectiveness; Statewide Planning
IDENTIFIERS- *Noncustodial Parents; Texas (Bexar County); Texas (Harris County); Texas (Houston); Texas (San Antonio)

In an attempt to provide feedback to state and local program directors on ways to improve current procedures, an analysis was made of the effects of non-custodial parents' referrals to the workforce. This employment assistance program was designed to increase the income-producing and parenting capacities of non-custodial parents in Bexar County (San Antonio) and Harris County (Houston). Three interlocking research approaches were used for this assessment: a process study, an impact analysis, and a cost-effectiveness analysis. Workforce participation centered on job search, job readiness, and job placement. Child Support Division (CSD) administrators and the staff worked with local workforce and domestic court collaborators to establish procedures for service referrals. The results of the study indicated several positive effects of ongoing efforts to strengthen positive links among CSD staff, the courts, workforce, and health and social service agencies. The results suggest policymakers and program administrators must find new ways to achieve effective collaboration for child support collections, workforce services, and fatherhood programs. A more systemic service array might include access to job training and education; peer and professional counseling; legal and financial services; access and visitation services; and supportive services. (Contains 2 appendixes, 14 tables, 2

This bulletin is part of the best practice series on programs that provide assistance in building or expanding juvenile correction and detention facilities and in training correctional staff. These bulletins are designed to present up-to-date knowledge to juvenile justice policymakers, researchers, and practitioners about programs and approaches that hold juvenile offenders accountable for their behavior in an effort to help state and local governments develop programs in areas designated for JAIBG funding. Twelve program purpose areas were established for funding. This bulletin addresses five main themes to provide practitioners practical guidance and advice on best practices for construction, operations, and staff training for juvenile confinement facilities. They include: (1) construction decisions; (2) master planning; (3) facility development; (4) operations; and (5) training. It suggests that when searching for models and examples of best practice it is most productive to begin with people who are the best practitioners. (Contains 129 references.) (JDM)

ED 453 482 CG 030 963

Eber, Lucille
School-Based Wraparound and Its Connection to Positive Behavior Interventions and Supports: A Component of Safe/Effective Schools for All Students.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Cooperation; *Counseling Theories; Elementary Secondary Education; *Emotional Disturbances; Family Counseling; *Intervention; Social Support Groups; *Systems Approach
IDENTIFIERS- Positive Behavioral Support

Wraparound is a family-centered, strength-based philosophy of care used to guide service planning for students with Emotional and Behavioral Disabilities (EBD) and their families. Positive Behavior Interventions and Supports (PBIS) is a systems approach for establishing effective behavior supports for all students in schools. The wraparound process focuses on improving options and outcomes for students with or at-risk of emotional and behavioral problems by building collaborative teams around students, their families, and teachers. This strength-based process blends natural supports with creative application of interventions and services from multiple service providers. Experiences suggest that systematic application of wraparound process can increase the likelihood that appropriate supports and interventions, including research-based behavioral and instructional interventions are effectively implemented. Wraparound fits in the context of positive behavioral supports for all students and is being implemented as part of school-wide positive discipline systems in schools across the country. This paper describes the wraparound process and its application directly in schools, and connections between wraparound and a school-wide systems approach to supporting prosocial behavior in all students. (Author/JDM)

ED 453 483 CG 030 966

one of the most effective forms of couples' therapy. In this review, EFT is described and the empirical literature on EFT is evaluated as to whether it supports this claim. The review did support the notion that EFT is a valid and effective form of marital therapy, and also strongly supported the efficacy of this treatment to promote positive change in distressed couples. (Contains 17 references.) (JDM)

ED 453 504   CG 031 001

Edwards, Lisa M.; McDermott, Diane; Pedrotti, Jennifer Teramoto; LaRue, Stephanie; Stone, Marion E.; Diamond, Kandi L.; Spalitto, Susan V.
Preliminary Validation of a Spanish Language Translation of the Children's Hope Scale.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Bilingual Students; Children; *Cultural Pluralism; Language Proficiency; *Measures (Individuals); Personality Measures; *Spanish Speaking; *Test Validity; Translation

As society becomes increasingly diverse, the issue about language used for assessments becomes critical. Research suggests that completing measures in a language other than one's native language may result in inaccurate scores. The Children's Hope Scale (Snyder et al., 1997), a scale assessing dispositional hope in children ages 8 to 16, was translated into Spanish for this present study. A sample of bilingual children (N=36) completed both the English and Spanish versions of the scale at 1-month intervals. A significant correlation between these two versions suggests that the Spanish version may be a useful and appropriate tool for measuring hope in Spanish-speaking children. Findings such as these can help expand the understanding of positive psychological constructs as they relate to diverse populations and can improve assessment of multicultural populations. (Contains 11 references.) (JDM)

ED 453 505   CS 014 300

Bufalino, Janet, Ed.
University Training Centers.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Primary Education; *Professional Development; *Reading Instruction; Remedial Reading; *Teaching Methods; *Training; *Universities
IDENTIFIERS- *Reading Recovery Projects; *Training Centers

This article focuses on the 24 Reading Recovery University Training Centers (UTCs) in North America. It notes that although each training center performs similar functions, they are all very different. It states that the first and probably the most visible function involves the wide scope of training, and that another function of the UTCs that impacts the implementation of Reading Recovery is research. The article

NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Developmental Stages; Foreign Countries; Instructional Effectiveness; Longitudinal Studies; Naturalistic Observation; Primary Education; Sex Differences; *Spelling; *Spelling Instruction
IDENTIFIERS- Great Britain

This research report relates to one aspect of a longitudinal study conducted into children's spelling development during the first three years of formal schooling. The study aimed to monitor the development of conventional spelling in the unaided writing of children 5-7 years of age attending one of six schools in Great Britain and to consider the results in relation to the perceived approach to the teaching of writing and spelling which was claimed by the schools. It was hypothesized that teaching approach, gender and cohort might influence this development, and that children would improve as writers and spellers over time. The research is set within the theoretical context of constructivism, with young children seen as active participants in the process of literacy development, not passively assimilating a body of adult knowledge, but actively working out for themselves how the writing system is organized and used. This study was premised upon the beliefs that spelling is a complex cognitive process and that successful learning of spelling can lead to automatic and conventional spelling production requiring little or no conscious effort. This report focuses on the naturalistic element of the study. Children's unaided writing was obtained termly (that is, on a total of nine occasions over a three year period) and was analyzed using the Child Language Data Exchange System. Findings suggest that children across all six schools made progress in similar ways and at similar rates in relation to all of the dependent variables. (Contains 14 references.) (RS)

ED 453 526 CS 014 400

Good, Roland H., III; Kaminski, Ruth A.; Simmons, Deborah; Kame'enui, Edward J.
Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model: Steps to Reading Outcomes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 28p.; Published quarterly. Theme issue. Research supported in part by the U.S. Department of Education grant Early Childhood Research Institution on Program Performance Measures: A Growth and Development Approach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Intervention; *Emergent Literacy; *Evaluation Methods; Outcomes of Education; Primary Education; *Reading Achievement; Reading Difficulties; Reading Improvement; Reading Skills; *Student Evaluation
IDENTIFIERS- Alphabetic Principle; Phonological Awareness; Reading Fluency

The importance of all children achieving adequate reading outcomes by the end of third grade cannot be overstated.

ED 453 545   CS 217 555

Prather, Kathryn
Literature-Based Exploration: Efferent and Aesthetic.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Grade 6; Intermediate Grades; Language Arts; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Processes
IDENTIFIERS- *Aesthetic Reading; *Efferent Reading; Response to Literature

Efferent teaching asks the student to read for a predetermined answer, focusing on another person's ideas of the text's meaning. Aesthetic teaching allows for literature to be read and experienced as art through the reader's personal transaction with the text which focuses on one's own interest to create and understand the meaning. This paper examines sixth graders' responses to literature as they undergo reader response theory in the language arts classroom using "The Giver" by Lois Lowry. The case study takes place over a 3-week period in which the teacher recorded student discussions and kept a journal. Findings indicated that the reading experience must always include an aesthetic reading. However, the complete and thorough study of literature requires a balance between both aesthetic and efferent--a balance that begins with the aesthetic and slowly moves, when the students are ready, to the efferent. (Contains 17 references.) (Author/RS)

ED 453 546   CS 217 556

Zhang, Will
Making a "Web" for Students: From the Classroom to Their Homes and to the Instructor's Home Page.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Community Colleges; *Cultural Activities; *Cultural Awareness; *Two Year College Students; *World Wide Web; Writing Assignments; Writing Attitudes; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Web Site Design

Community college students are often described as less motivated, or "turned-off," compared to other college students. This stereotype has prevented many writing instructors from trying new ways of reaching these students at a Midwest community college, the majority of whom have access to the Internet either at home or in the local library. Using an instructor's home page to assist students' writing has become increasingly important to the students. Two projects have been conducted in the author's writing classes by using the Instructor's Home Page, one on The Three Gorges Dam in China and one on sample essay evaluation. Projects like this, which have been retrenchment of Delta Sigma Rho (DSR)/Tau Kappa Alpha (TKA) and Phi Kappa Delta (PKD) as a model for the future of the current merger. It finds that Vectors of Goals, Competitive Demands, and Governance converge and diverge in "predictable" ways, suggesting good and bad times for the merger. (NKA)

ED 453 567 CS 510 582

Hanson, Erika J.; Pollard, Gloria D.; Williams, Christina M.
Persuasion Tactics Used by College Age Females on College Age Males.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Communication Research; *Dating (Social); Higher Education; *Interpersonal Communication; *Nonverbal Communication; *Persuasive Discourse; Verbal Communication
IDENTIFIERS- *Communication Behavior

This paper researched persuasive tactics used by college age females on college age males. Previous evidence indicates that nonverbal persuasion is more effective than verbal persuasion. The topics explored in previous research on persuasion consisted of physical attractiveness, indirect knowledge of influence, tactics used by children and college age students, tactics used by women in different cultures, stereotypical tactics, and gender influence on persuasion. To date, there has been an absence of research on dating and single college age females and their use of nonverbal, verbal, liking and authoritative persuasion techniques on college age males, leading to the topics researched in this study. It was concluded that the nonverbal and liking persuasion techniques were the most effective. This study also found that females in relationships do not always get their way more often than females who are not in relationships. (Contains 52 references. Appendixes contain three versions of survey instruments.) (Author/RS)

ED 453 568 EA 030 935

Ahearn, Charles, Ed.; Nalley, Donna, Ed.
The U.S. Department of Education's Improving America's Schools Summer Institute 2000 Proceedings: Strategies for Turning Around Low-Performing Schools (Washington, DC, July 13-14, 2000).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Academic Standards; Community Action; *Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation; Government Publications; Parent Participation; *Professional Development; Public Schools; *Resource Allocation; *School Effectiveness

This document contains proceedings of a conference that fostered discussion on how low-performing schools become successful. Principal speakers were Michael Cohen, Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department

Desegregation; School Districts; *Student Rights; *Teacher Rights; Unions

It is important that teachers and administrators have at least a rudimentary knowledge and understanding of school law and how it affects their day-to-day classroom activities, since the courts have played an increasingly significant role in defining school policy. Decisions in school desegregation, prayer, public school financing, student rights, collective bargaining, students with disabilities, and sexual harassment attest to the extent and importance of judicial influence. There is a sizable body of school law with which educators should be familiar if they wish to conduct themselves in a legally acceptable manner. This text provides introductory material for those educators interested in K-12 educational issues, and who have little or no background or knowledge in school law. It offers background reading in the sources of law and the structure of the judicial system that will enable readers to comprehend both procedurally and substantively significant aspects of cases and benefit from the information presented in succeeding chapters. The text also deals with the important issues endemic to nonpublic schools, as well as examining the extent of the state's and local school system's authority when individuals disagree with educational policy: compulsory school attendance, allowing religion in the schools, permitting the use of school facilities, providing aid to nonpublic schools, charging school fees, and providing health services. Other specific areas cover students and the law, teachers and the law, school desegregation, and school finance. (DFR)

ED 453 587   EA 031 027

Braslavsky, Cecilia
The Secondary Education Curriculum in Latin America: New Tendencies and Changes. Final Report of the Seminar Organized by the International Bureau of Education and Held at the International Institute for Educational Planning (Buenos Aires, Argentina, September 2-3, 1999).
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; *Curriculum Problems; Economically Disadvantaged; *Educational Change; Equal Education; Foreign Countries; Global Education; Public Schools; Second Language Instruction; *Secondary Education; Socioeconomic Influences
IDENTIFIERS- *Latin America

This report was presented and discussed at a seminar on "The Secondary Education Curriculum in Latin America: The View of Specialists" which took place at UNESCO's International Institute for Educational Planning. It also incorporates information and comments put forward at the seminar by participants from Argentina, Chile, Uruguay, and Brazil. Its purpose is to initiate dialog and international cooperation with respect to new global trends and secondary education curriculum changes in Latin America in the 1990s. The introduction briefly surveys the question within the context of Latin American educational reforms and the institutional characteristics of individual countries in the region. The report looks at some of the main changes occurring in the world and the new challenges these represent for the education of young people. It also puts forward some considerations effectively increased overall rates of family involvement but did not significantly change quality of involvement. Family participants perceived improvement in their own performance and reported feeling more competent, but these differences in behavior and self-perception apparently were not perceived by educators. Thirteen appendices include video-based training materials, the knowledge test, family and educator questionnaires, and the observation recording form. (Contains approximately 330 references.) (DB)

ED 453 606 EC 308 353

Research Exchange, 2000.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 54p.; Published quarterly. Volume 5 contains only 3 issues. For Volume 4, see ED 439 557.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; *Marketing; *Rehabilitation; *Research and Development; *Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Market Research; National Institute on Disability Rehab Research

Three issues of this newsletter of the National Institute on Disability and Rehabilitation Research (NIDRR) provide articles, columns by the Institute Director, and news items. The major articles include: "Adapting the Marketing Concept to the Dissemination and Utilization of Disability Research"; "NIDRR Grantees' Q & A about Marketing"; "Using Market Research Strategies with Disability Research Results"; "Using Market Research for the Dissemination and Utilization of Disability Research"; "Making Market Research Useful"; "Putting Market Research to Work for Your Project"; "Grantees Implement Marketing Concepts"; "Market Research Tools"; "How the Model SCI System Manages Its Dissemination Plan" (Lesley M. Hudson); "Getting the Most from Research Information" (Mitch Fillhaber); "Marketing Related Activities Conducted as Part of 'Promoting the Practice of Universal Design,' a Field-Initiated Project" (Molly Follette Story); "The Development of an Individualized Marketing Strategy for Job Development for People with Severe Disabilities" (Melinda Mast and Joan Sweeney); "A Process for Turning Research Information and Information about Research into Something of Meaning for Consumers" (Ken Gerhart); and "An RERC's Dissemination Strategy for Utilization" (Joseph P. Lane and Douglas J. Usiak). (DB)

ED 453 607 EC 308 415

Guyer, Barbara P.
The Pretenders: Gifted People Who Have Difficulty Learning.
PUB DATE- 97
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Attention Deficit Disorders; *Attitudes toward Disabilities; Case Studies; Children; Clinical Diagnosis; *Coping; *Gifted Disabled; Labeling (of Persons); *Learning Disabilities; Life Events; Personal Narratives; Reading Difficulties; *Self Concept; *Social Bias

Gifted Children in the Regular Classroom" (Sandra Warren); (6) "The Gifted Reader in the Regular Classroom: Strategies for Success" (Jerry Flack); (7) "Climbing the Slippery Pyramid--Gifted Children and the Social Studies" (Ronald Levitsky); (8) "Learning Is Serious Business, Not Entertainment" (John F. Feldhusen); (9) "Gifted Students and the Need for Humor in the Classroom" (Dan G. Holt); (10) "Imagining Trees: A Sample Unit for Young Gifted Children" (Joan Franklin Smutny); (11) "Maximizing the Potential of Minority Economically Disadvantaged Students" (Dorothy A. Sisk); (12) "The Effects of Transitory Disabilities on the Highly Gifted: A Descriptive Case Study" (Mary Christensen); (13) "Creative Ways To Identify and Serve Talent in Your K-3 Classroom" (Joan Franklin Smutny); and (14) "A Kaleidoscope of Life with Young Creative Children" (Karen Meador). (Some articles include references.) (CR)

ED 453 626 EC 308 434

Kulik, Barbara J., Ed.
Physical Disabilities: Education and Related Services, Spring 2001.
PUB DATE- 00
NOTE- 57p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Children; *Childrens Literature; *Curriculum; Elementary Secondary Education; *Grief; Head Injuries; Neurological Impairments; *Physical Disabilities; Physical Mobility; *Severe Disabilities; Special Health Problems

This volume of "Physical Disabilities: Education and Related Services" contains the following featured articles: (1) "The Value of Standards-Based Curricula for Students with Physical and Health Disabilities" (Catherine L. Keating), which discusses how a standards-based evidence-based curriculum can provide a basis of consistency for all children and raise expectations of students to meet the standards; (2) "Using Children's Literature To Help the Grieving Child" (Claire M. Thornton), which discusses how children understand death according to their cognitive development and how to respond to the needs of a grieving child as a parent or teacher utilizing children's literature; (3) "Active Fit Participation: A Model for Facilitating Programming for Individuals with Severe Traumatic Brain Injury" (J. Keith Chapman), which describes a model for making decisions about the environment and intervention options that will enhance the individual's ability to participate actively in functional programming; and (4) "M.O.V.E.: Raising Expectations for Individuals with Severe Disabilities" (D. Linda Bidabe and others), which describes the essential components and procedures of a functional mobility curriculum for individuals with severe physical disabilities. (Articles include references.) (CR)

ED 453 627 EC 308 551

Gentili, Martha; Westphal, Sheila
State Support for Parents on Interagency Coordinating Councils.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 7p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; *Fund Raising; *Guidelines; *Planning; *Private Schools
IDENTIFIERS- *Organizing Strategies

This report examines the process behind setting up and implementing a "capital campaign," a program for raising money for new or renovated facilities at private K-12 schools. The report briefly covers tax information regarding gifts to institutions, then offers advice for setting up a comprehensive development program, including fundraising software and tips on implementing all the components of a development program. Campaign planning issues are discussed on using fundraising consultants, drafting and assembling specific campaign documents, conducting a feasibility or planning study, and developing a campaign strategy. Final comments explore what to expect and be prepared for while conducting a capital campaign. (GR)

ED 453 654 FL 026 614

Virtanen, Tuija; Maricic, Ibolya
Queries on the Linguist List: A Move-Structure Analysis of a Computer-Mediated Genre.
PUB DATE- 00
NOTE- 23p.; In: T. Virtanen & I. Mariciel, Eds. Perspectives on Discourse: Proceedings from the 1998 and 1999 Discourse Symposia at Vaxjo University. Vaxjo University Press, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Discourse Analysis; Discourse Modes; Language Styles; *Linguistics; *Listservs; Speech Acts; *Structural Analysis (Linguistics)

Computer mediated communication (CMC) is a widely used communicative tool within various professional and social groups. The focus of the present article is on the Linguist List (LL), which can be described as an edited person-to-group international academic mailing list, and with a particular speech act: a request for information (RFI). Because RFIs are found on most CMC mailing lists, they can be argued to be the reason for such lists. The purpose of this study is two-fold: to find out whether LL inquiries can be labeled a genre, and to detect some of the established or emergent requesting conventions of this new and relatively unexplored medium in terms of the discourse strategies manifested in it. (Contains 39 references.) (KFT)

ED 453 655 FL 026 714

Nakamura, Yuji
Rasch Based Analysis of Oral Proficiency Test Data.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); Dialogs (Language); Elementary Secondary Education; *Factor Analysis;

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Communicative Competence (Languages); English (Second Language); Japanese; Limited English Speaking; *Native Speakers; Oral Language; Pretests Posttests; Second Language Instruction; *Second Language Learning; Speech Communication; Teaching Methods

The main purpose of this study is to determine whether a class addressing language learner passivity in conversations with native speakers will lead students to take a more active role. The thesis aims to determine if earlier research by Long and Holmen showing that language learners are passive in conversation with native speakers of English. It also aims to determine if a 4-week course of awareness activities and communicative practice can make language learners less passive in conversations with native speakers. It is concluded that language learners are more passive in conversation with native speakers of English and that a four week course designed to alleviate the problem is effective. (Contains 48 references.) (KFT)

ED 453 676 FL 026 736

Minami, Masahiko
Holding onto a Native Tongue: Retaining Bilingualism for School-Age Children of Japanese Heritage.
SPONS. AGENCY- California State Univ., San Francisco.
PUB DATE- 01
NOTE- 29p.; Support from the Faculty Affirmative Action Award mini-grant. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Cultural Maintenance; Elementary Education; Ethnic Groups; Ethnography; Heritage Education; Interviews; *Japanese; *Language Maintenance; Language Minorities; Limited English Speaking; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- San Francisco Unified School District CA

This study examined the efforts of parents and children of Japanese extraction in the San Francisco Bay Area to preserve bilingualism. First, an ethnographic study of the children was carried out at home and school. Second, interviews with the bilingual children's mothers were conducted. Finally, in order to measure each child's bilingual verbal ability, the Bilingual Verbal Ability Tests (BVAT) were administered. The ethnographic study revealed that teachers working with Japanese children are trying to create a student-centered program. Interviews with the mothers revealed that despite their efforts to preserve Japanese language skills, the children, if given the choice, prefer to speak English. It is suggested that efforts are needed to overcome the mismatch between home and school cultures and instead create a school environment where there is little conflict in the socialization process between the wider society, culture and language and the Japanese culture and language. (Contains 18 references.) (KFT)

ED 453 677 FL 026 739

Matthews, Peter

university of the future, and it is possible to predict in general terms some of these changes. A look at the history of the university and an examination of current trends suggests that the dominant feature of the future university will be that it will not be organized hierarchically as its predecessors were. The distinctive feature of the future university could be its concentric structure, a structure that could be based on the functional relatedness of broad but specialized fields of knowledge. Many changes will result from changes in precollege programs. The curriculum for elementary school might focus primarily on symbol systems and citizenship, while after elementary school students might enter an 8-year form of education in which they would focus on their culture and the careers open to citizens within that culture. Students might thus complete 16 years of education, receiving an associate degree at the end of that time, rather than a high school diploma. This would allow most entering freshmen to move immediately to more specialized work at the university level, with earlier specialization that still allows for interdisciplinary teaching and learning with an organization that would facilitate great variations in student programs. Lecturing would remain a recognizable style of teaching, but it would mostly be the province of master scholars, and many other forms of teaching would be used. Increasing uses of technology would foster the development of individual programs tailored to the interests of the individual student. (SLD)

ED 453 699   HE 034 019

Iannozzi, Maria
Planning and Fundraising: From Bureaucratic to Strategic Management. Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 13p.; Companion to "Policy Perspectives," a serial published by the Knight Higher Education Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Fund Raising; Higher Education; Philanthropic Foundations; *Private Financial Support; Private Sector; *School Business Relationship

Colleges and universities can no longer afford to remain insular when determining which new initiatives can be funded, how, and by whom. As public funding bases dwindle and individual donors begin to identify themselves as investors as well as philanthropists, higher education institutions must increasingly seek out new ways to integrate academic planning, budget processes, and fundraising efforts. Institutions must broaden and diversify their sources of revenue and become more strategic in their planning and the engagement of internal and external constituencies. This paper contains profiles of seven institutions that have worked with the Knight Collaborative to pursue new planning and fundraising initiatives. Their efforts provide lessons for other colleges and universities, especially public institutions, that are struggling to integrate private revenue into their planning, budgeting, and fundraising activities. The institutions profiled are: (1) Cleveland State University, Ohio; (2) Northern Arizona University; (3) Pace University, New York; (4) Portland State University, Oregon; (5) Towson University, Maryland; (6) University of Massachusetts, Amherst; and (7) University of Nevada, Las Vegas. The experiences of these institutions demonstrate that

(150)
DESCRIPTORS- *Educational Change; *Futures (of Society); *Higher Education; Models; *Relevance (Education); *Social Influences
IDENTIFIERS- *Knowledge Production and Utilization; Reform Efforts

The model presented in this paper sets forth a view of the relevance of higher education in the 21st century that begins from the changes that are taking place in the production of knowledge. The organization of this model is designed to draw attention to the fact that for the most part universities are organized according to the structures of disciplinary science, and that these structures are being altered by social forces. The major change has been the emergence of a distributed knowledge production system within which knowledge is characterized by new attributes. The main change as far as universities are concerned is that knowledge production and dissemination (research and teaching) are no longer self-contained quasi-monopolistic activities carried out in relative institutional isolation. The real challenge for universities will be the training of knowledge workers. The research practices of universities and those of other knowledge producers are drawing closer. Knowledge is less likely to be produced where it will be needed, and universities must make use of intellectual resources they do not own fully so that they can interact effectively with the distributed knowledge production system. Universities of the 21st century will develop more and different kinds of links with surrounding society. (Contains 1 figure and 13 references.) (SLD)

ED 453 722 HE 034 045

Heller, Donald E.
Debts and Decisions: Student Loans and Their Relationship to Graduate School and Career Choice. New Agenda Series TM , Volume 3, Number 4.
SPONS. AGENCY- Michigan Univ., Ann Arbor. Rackham Graduate School.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Debt (Financial); Decision Making; *Enrollment; *Graduate Students; Graduate Study; Higher Education; *Paying for College; *Student Loan Programs; Tables (Data); *Undergraduate Students

This report examines the relationship between the amount of loans students take out during their undergraduate years and the decisions they make regarding careers and enrollment in graduate school. It uses data from the Baccalaureate and Beyond Survey (National Center for Education Statistics) of approximately 11,000 students who completed their baccalaureate education in the 1992-1993 academic year. It is noted that the racial profile of the graduating class of 1993 did not mirror the enrollment of all students in 4-year colleges and universities that year. While African-Americans, Hispanics, and Native Americans represented 18% of all undergraduates, they were only 12% of the graduating class. Fifty percent of all undergraduates borrowed to finance their undergraduate education, with the average loan balance on graduation being approximately $10,100. African American, Hispanic, and Native American students were more likely to have borrowed, as were students from lower income families and students who were independent of their parents and guardians. Students at for-profit proprietary schools were more likely to have borrowed, were in the Internet-based courses and 162 were in campus-based courses. Overall, graduate students had high rates of success and course completion (88 and 90% respectively). Mean final grades of students in Internet-based sections were statistically significantly greater than those in the campus-based sections in two courses. Other research has established that students in Internet-based courses at Nova Southeastern University's Fischler Graduate School of Education and Human Services have equivalent or greater course completion rates for all courses studied. It is possible that the relatively low headcount of students in the Internet sections accounted for the differences. An appendix contains data for the different course sections. (Contains 4 figures, and 11 tables.) (SLD)

ED 453 743   HE 034 068

Fredda, Jeffrey V.
Comparison of Selected Student Outcomes for Internet- and Campus-Based Instruction at the Wayne Huizenga Graduate School of Business and Entrepreneurship.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Business Administration Education; *Computer Assisted Instruction; *Distance Education; Entrepreneurship; *Graduate Students; Graduate Study; Higher Education; Internet; Outcomes of Education; Teaching Methods
IDENTIFIERS- *Nova Southeastern University FL; *Web Based Instruction

In May 2000, the Office of Research and Planning at Nova Southeastern University, Florida, examined student outcomes for courses taught in Internet-based and campus-based formats and found statistically significant differences in student outcomes for courses offered in both modalities. One finding was that graduate students of the Wayne Huizenga Graduate School of Business and Entrepreneurship in Internet-based sections outperformed those in campus-based sections. The purpose of this study was to determine if specific courses caused the observed difference or if the findings were the result of a more general trend for all courses. Three courses were evaluated: (1) Twenty-first Century Management; (2) the Legal, Ethical, and Social Values of Business; and (3) Delivering Superior Customer Value. A total of 468 students were considered, of whom 119 were in Internet-based courses and 349 in campus-based sections. Overall, the students had high rates of success and completion (94%). While examination of final grades revealed that students performed well in courses offered in both formats, mean final grades of students in Internet-based and campus-based sections differed at a statistically significant level in two courses. When course completion rates for students in Internet-based courses at this business school were compared with those of students from other institutions (S. Carr, 2000), it was found that course completion rates were generally lower for students in Internet-based courses, but at Nova Southeastern University, there was no difference in course completion rates for the courses studied. An appendix contains data for the sections studied. (SLD)

ED 453 744   HE 034 069

Atherton, Blair

Steven W. Gilbert); (6) "Higher Education for the Next Century: Changing State Needs and Roles" (Patrick M. Callan and Gordon K. Davies"; and (7) "Convergence and Competition: Transforming Postsecondary Education - An International Perspective" (Alan Wagner). (Contains 5 figures, 1 table, 8 endnotes, and 16 references.) (SLD)

ED 453 764 HE 034 090

Transforming Postsecondary Education for the 21st Century: The Nuts and Bolts of Policy Leadership.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Educational Change; Educational Policy; Futures (of Society); *Higher Education; *Leadership; Policy Formation; *Public Policy; *School Role; *Social Change
IDENTIFIERS- *Reform Efforts

Transforming postsecondary education to meet the demands and challenges of a new century is a task of enormous scope and complexity that will require strong, imaginative, and sustained leadership at state and institutional levels. Policy leadership will need to identify the needs of society and postsecondary education and articulate a vision based on a data-driven analytic framework. A public agenda to address the identified problems must be supported by a convincing storyline. It will be essential to build a consensus around the need to realize this vision while staying "on message" and maintaining the focus of transformation efforts. It will also be necessary to align the implementation tools for transformation through planning, structure and governance, regulation, budgeting, and accountability provisions. Little real progress is likely to result unless the tools and approaches of policy leadership are able to establish and maintain the new directions community, state, and national needs require. (SLD)

ED 453 765 HE 034 091

Taylor, Ann C. M., Ed.
International Handbook of Universities. Sixteenth Edition.
PUB DATE- 01
NOTE- 2810p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; *Enrollment; Foreign Countries; Higher Education; *Institutional Characteristics; *International Education; Profiles

This handbook, first published in 1959, has grown to include more than 7,200 institutions in 176 countries. These institutions are considered to be of university level by the competent national authority or academic body. The decision as to whether or not the institution is a "university" is decided in each country. Entries are arranged alphabetically by country and within each country. The name of the institution is given in English, followed by the name in the national language. When available, the names of academic and administrative officers are given. Lists of faculties, colleges, departments, schools, and institutes are intended as a general guide to the structure of the institution. Admissions requirements are generally summarized, and the names of degrees, diplomas, and

ED 453 786 IR 020 629

Carvin, Andy, Ed.

The E-Rate in America: A Tale of Four Cities.

SPONS. AGENCY- Joyce Foundation, Chicago, IL.

PUB DATE- 00

NOTE- 68p.; "Additional editorial contributions by Chris Conte and Allen Gilbert."

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Access to Information; Educational Planning; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Programs; *Internet; School Districts; *School Funds; School Surveys; *Telecommunications

IDENTIFIERS- *E Rate (Internet); *Universal Service (Telecommunications); Web Sites

Designed for school administrators, policymakers, and others concerned about communications and education, this report first traces the ideas and political forces that led to establishment of the E-Rate. It then looks at the practical issues confronting school districts as they seek to seize the opportunities the E-Rate affords. After examining how four school districts have used the program, the report provides a toolkit that school officials can use to organize, conceptualize, and communicate information about the impact of the program on their districts. Finally, it suggests resources for learning more about the E-Rate. The report contains the following chapters: (1) "E-Rate 101: How the Program Works"; (2) "E-Rate Policy: Universal Service in Education and Communications" (Anthony Wilhelm and Jorge Reina Schement); (3) "E-Rate Politics: A Brief History" (Andy Carvin); (4) "The E-Rate in Practice: Research Findings in Four Midwestern Cities" (Margaret Honey and Katie McMillan Culp); and (5) "An Educator's Toolkit: Planning and Evaluation of the Impact of the E-Rate Program" (Margaret Honey and Katie McMillan Culp). Appendices include a summary of legislative proposals related to the E-Rate and a list of E-Rate online resources. (MES)

ED 453 787 IR 020 630

Davidson, Stephanie; Nail, Melissa; Ferguson, Beth; Lehman, Michael; Hare, R. Dwight

Investigating the Significance of the Role of the Educational Technologist in Middle School Environments: A Qualitative Study.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Technology; Instructional Innovation; Middle Schools; Program Effectiveness; Qualitative Research; *Teacher Qualifications; *Teacher Role

IDENTIFIERS- *Educational Technologists; Mississippi; Technology Implementation

This paper is a report of a study of a federally funded technology innovation grant, C*R*E*A*T*E for Mississippi. Qualitative techniques were used to examine the significance of

PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Business; *Case Studies; Computer Assisted Instruction; *Distance Education; Organizational Change; *Organizational Development; Organizations (Groups); Professional Development; Strategic Planning; *Training
IDENTIFIERS- Technology Integration

This book shows organizations how to move beyond the initial phases of setting up a distance training program to making it a part of the strategic planning process, including infrastructure, budget, staffing, and policy planning. It examines distance training programs in 17 leading-edge for-profit, nonprofit, and government organizations, revealing how these organizations have sustained distance training beyond individual or sporadic training events and integrated it across the organization as a strategic tool for meeting business challenges and achieving objectives. Synthesizing these detailed case studies, the book provides a framework that other organizations can use to move beyond project management and turn distance training into a powerful instrument for enterprise-wide strategic planning. Each case summarizes the organizational obstacles encountered as well as the pitfalls and limitations that were overcome in meeting business goals and objectives through distance training. The book is organized into three main areas: distance training helping to meet the challenge of uncommon organizational change; setting the competitive standards through distance training and education; and achieving organizational goals using sustained distance training. Additionally, in an introductory section, the book sets the context of distance training and education and explores various perspectives affecting distance training. The final chapter suggests a few ideas for further research and summarizes the linking processes that managers use to plan and implement sustained distance training. The appendix discusses the case study research methodology used; a glossary is also provided. Includes an index. (Contains 80 references.) (AEF)

ED 453 806 IR 020 667

Potter, Calvin; Lohr, Neah J.; Ciske, Stuart J.; Sanders, Stephen N.
Wisconsin Educational Technology Plan PreK-12: 2000 Addendum. A Supplement Marking Progress and Extending the Vision.
PUB DATE- 01
NOTE- 54p.; Cover page slightly varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Computer Uses in Education; Educational Development; *Educational Planning; Educational Policy; Educational Practices; *Educational Technology; Elementary Secondary Education; *State Programs
IDENTIFIERS- Technology Implementation; Technology Integration; *Technology Plans; *Wisconsin

Since the development of the Educational Technology Plan PK-12 in 1996, the state of Wisconsin has made great strides to ensure that the technologies necessary for fostering student growth and achievement are available to urban, suburban, and rural children alike. This addendum, intended to supplement the 1996 plan, will provide Wisconsin's school districts with a clear vision for educational technology on a statewide level by: (1) addressing trends and issues; and (2) focusing on the use of instructional technology in teaching and learning to improve student achievement. Emphasis is on continued collaboration performance comparisons, World Wide Web-posted progress reports, Web-based delivery, implementation challenges, implementation-technical support, implementation challenges, teacher productivity tools, pricing models, hardware, and online tools. Tables of survey data, a copy of the questionnaire, a list of surveyed vendors, and scenarios of smart desktop applications are included. (MES)

ED 453 824 IR 020 708

Good, Dixie Griffin
Investing in K-12 Technology Equipment: Strategies for State Policymakers.
SPONS. AGENCY- Bill and Melinda Gates Foundation.
PUB DATE- 01
NOTE- 48p.; Prepared under the direction of Robert M. Palaich. Edited by Suzanne Weiss.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Costs; Decision Making; *Educational Finance; Educational Objectives; Educational Policy; *Educational Technology; Educational Trends; Elementary Secondary Education; Investment; Policy Formation; Public Schools

This report examines decisions regarding investments in K-12 technology. The first section presents an overview of technology in K-12 public schools, including a sampling of how technology is being used to further education goals for teachers, students, and administrators. The second section establishes a set of figures that indicate the current installed based, i.e., the level of computer hardware that exists in U.S. public schools. The third section discusses technology, education, and demographic trends affecting today's decisions. The fourth section looks at technology investment approaches, including advantages, disadvantages, and costs of enhanced desktop, laptop, thin client, education service provider, and state e-learning framework scenarios. The fifth section discusses the following additional factors to consider: state approaches to funding education technology; and the total cost of ownership, including professional development, wiring and networking costs, technical support, security, software and digital content, equitable access to technology, and building infrastructure. The conclusion lists decision points and policy questions for policymakers. Appendices include a list of key terms, a list of sources reviewed to estimate the current installed base of technology equipment, data from seven reports on the current installed base, and a chart of state approaches to funding education technology. (Contains 57 references.) (MES)

ED 453 825 IR 020 709

Jackowski-Bartol, Tiffany R.
The Impact of Word Processing on Middle School Students.
PUB DATE- 01
NOTE- 36p.; Master's Thesis, Chestnut Hill College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Writing; *Computer Uses in Education; Educational Technology; Middle Schools; Questionnaires; *Student Attitudes; Student Surveys; *Word Processing; *Writing

with non-ACS students' scores to determine whether there were significant differences in achievement. The Alabama Basic Skills Test is required of all students seeking admission to teacher education programs at Alabama colleges or universities. This study included 1,181 ACS students and 1,518 non-ACS students. A comparison of the mean scale score for students who had attended an ACS institution (353.92) and those who had not (351.86) revealed that there was no statistical difference between the mean scale scores for the two groups. However, the percentage of ACS students passing the BST (93%) is statistically significantly higher than students who have not attended an ACS institution (89%). A comparison of scores by race and gender indicate differences in mean scores by race but no difference between males and females. The relationship between age of student and BST scale score was investigated and showed that there was no significant relationship. These data suggest that the core preparation provided by the institutions of The Alabama College System for students intending to become teachers in Alabama public schools is comparable to the preparation received at other institutions. (JA)

ED 453 845   JC 010 396

Iowa Community Colleges FY 98 MIS Credit Student Data Summary Report.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Credits; *Enrollment; Enrollment Trends; In State Students; *Institutional Characteristics; *Student Characteristics; *Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Iowa

This report focuses on community college credit enrollments in Iowa for fiscal year 1998 (July 1, 1997 through July 1, 1998). Campus enrollments are shown as percentages of state total, and credit enrollments are broken down by race/ethnicity, gender, residency, and age as well as by program type (vocational, college parallel, career option, or unknown). Findings include: (1) annual unduplicated credit enrollment totaled 91,699; (2) Des Moines Area, Kirkwood, and Eastern Iowa community colleges accounted for 47% of total state enrollment; (3) 58% of students were female; (4) 59% of students were between the ages of 17 and 24; (5) student average age was approximately 26, with a median in the range of 24 to 25; (6) 57% of students were enrolled in a college parallel program; (7) 93% of community college students were Iowa residents, as compared with 75% at the regents universities and 57% at private colleges and universities; (8) 34% of all credit students enrolled in Iowa postsecondary institutions in the fall of 1998 were enrolled in community colleges; and (9) 50% of the 20,667 new freshmen in Iowa colleges and universities were enrolled at public community colleges in fall of 1998. Contains five graphs and one table. (PGS)

ED 453 846   JC 010 397

The Facts, Faces, and Figures of Nassau Community College, 1999-2000.
PUB DATE- 00

labor market. Participation was compared when members of the cohorts were aged 19 in 1980, 1984, 1989, and 1994. Types of educational participation identified were year 12 completion, technical and further education (TAFE), apprenticeship, higher education, and post-school education and training. Results indicated substantial growth in most forms of post-compulsory education; a year 12 completion rate that more than doubled in the 14 years spanned by the cohorts; substantial increase in participation in TAFE programs; declining participation in apprenticeships; and nearly doubled participation in higher education. In a reversal, in the most recent cohort, young people from blue-collar families were more likely to participate in TAFE than those from other families. The wealth profile of apprentices declined marginally over time. In the mid-1990s, young people from the wealthiest quartile were somewhat less likely to enter apprenticeships. (YBL)

ED 453 354 CE 081 375

Burke, Gerald
Financing Vocational Training and Lifelong Learning. CEET Working Paper No. 30.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 25p.; Prepared under CEET Project 2000-6. An earlier version of this paper was presented at the Australia Centre at the University of Potsdam Conference on Vocational Training and Lifelong Learning in Australia and Germany, (May 29-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; Developed Nations; Education Work Relationship; Educational Demand; Educational Equity (Finance); *Educational Finance; *Educational Needs; *Educational Policy; Educational Quality; Educational Trends; Equal Education; Expenditures; Federal Aid; Financial Needs; Foreign Countries; Job Training; *Lifelong Learning; Partnerships in Education; Postsecondary Education; Private Financial Support; State Aid; Student Loan Programs; Training Allowances; *Vocational Education
IDENTIFIERS- *Australia

This paper discusses the need for increasing the provision of education and training in Australia and the problems in financing it. Section 1 discusses the problems to be addressed: need for more education and training due to technological and global change affecting employment and unemployment, together with the aging of the population. Section 2 briefly reviews the extent to which Australia appears to be addressing the needs. It considers the changes in institutional education and in employer-based training in recent years, looking at issues of participation and intensity, quality, and inequality for younger and older persons. Section 3 considers the restrictions in public expenditure and the various policy changes accompanying it. Section 4 addresses options in ways of providing finance that will encourage the direction of funds for education and training to the areas of most need. These schemes for payment by governments, individuals, and employers are discussed: public funds (entitlements, student assistance--Youth Allowance); payments by individuals (increased fees, increased fees plus access to interest bearing private loans, increased fees plus contingent loans financed by the government as in the Higher Education Contribution Scheme); and increasing employer funding through government-mandated levels of

ED 453 371 CE 081 768

Knapp, John; Harper, Eddie
Gas Metal Arc Welding and Flux-Cored Arc Welding. Third Edition. Teacher Edition and Student Edition and Student Workbook.
PUB DATE- 01
NOTE- 450p.; Written by Clarence Fortney, Mike Gregory, and Larry New. Project coordinated by Cheryl Barr. For second edition of "Teacher Edition," see ED 348 487.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Course Content; Curriculum Guides; Education Work Relationship; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Safety Education; Secondary Education; Teaching Guides; *Teaching Methods; Tests; *Welding; Workbooks
IDENTIFIERS- Crosswalks (Linking)

This packet, containing a teacher's edition, a student edition, and a student workbook, introduces students to high deposition welding and processes for "shielding" a weld. In addition to general information, the teacher edition consists of introductory pages and teacher pages, as well as unit information that corresponds to the materials in the student edition. The introductory pages include a training and competency profile, a state duty and task crosswalk, instructional and task analysis, basic skills icons and classifications, a basic skills matrix, and a list of tools, equipment, and materials. The teacher pages include suggested activities, answers to assignment sheets, a written test with answers, teacher supplements, and transparency masters. The student edition contains learning activities sheets, objective sheets, information sheets, and student supplements for the three units of the course. The student workbook contains assignment sheets and job sheets for the units. The three units covered by the course are Gas Metal Arc Welding (GMAW) Orientation and Safety; GMAW Equipment, Applications, and Techniques; and Flux-Cored Arc Welding. (KC)

ED 453 372 CE 081 769

Trottier, Vicki
Workshops the Wired Way: More Tips and Tools for Developing and Delivering an Online Workshop.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 00
NOTE- 64p.; Community Literacy of Ontario is funded by the Ontario Ministry of Training, Colleges, and Universities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Community Education; Comparative Analysis; Computer Software; Computer Uses in Education; Computers; Conventional Instruction; Coordination; Coordinators; *Delivery Systems; Distance Education; Educational Benefits; Educational Research; Employment Qualifications; Evaluation Methods; Foreign

Analysis; Unemployment; Unemployment Insurance; Workers Compensation
IDENTIFIERS- *Canada; Income Security; Medicaid; Medicare; Social Security; *United States

This document's seven papers examine compensation and employment risk in the United States and Canada. "Introduction" (John A. Turner) discusses compensation risk bearing in labor markets. "Wage and Job Risk for Workers" (John A. Turner) explores the problems of macroeconomic instability, job turnover, job and earnings instability, and unemployment and considers why job insecurity has increased. "Risk in Employment Arrangements" (Sophie M. Korczyk) examines the economic risks inherent in nonstandard employment arrangements, policy issues, and available options. "Health and Coverage at Risk" (Robert B. Friedland, Laura Summer, Sophie M. Korczyk, and Douglas E. Hyatt) describes the U.S. and Canadian health systems and discusses risks associated with both. "Risk Sharing through Social Security Retirement Income Systems" (John A. Turner) addresses risk bearing in retirement income systems and compares risk sharing through social security. "Risk Bearing in Individual and Occupational Pension Plans" (James E. Pesando, John A. Turner) reviews individual and occupational pension plans in Canada, tax treatment of pensions in both countries, and the risk-bearing aspects of both countries' occupational pension systems. "Risk Shifting in Workers' Compensation" (Douglas E. Hyatt) describes workers' compensation and the current climate in workers' compensation. Seventeen tables/figures are included. All chapters contain substantial bibliographies. (MN)

ED 453 388   CE 081 799

Horsfall, Chris, Ed.
Leadership Issues: Raising Achievement.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Administrator Effectiveness; *Administrator Role; Adult Learning; Adult Programs; Change Agents; Change Strategies; College Programs; Competence; Definitions; *Educational Administration; Educational Change; Excellence in Education; Foreign Countries; Influences; *Leadership; *Leadership Effectiveness; Leadership Qualities; Literature Reviews; Management Development; Organizational Climate; Organizational Development; Organizational Effectiveness; Outcomes of Education; Postsecondary Education; Predictor Variables
IDENTIFIERS- *United Kingdom

This document contains five papers examining the meaning and operation of leadership as a variable affecting student achievement in further education colleges in the United Kingdom. "Introduction" (Chris Horsfall) discusses school effectiveness studies' findings regarding the relationship between leadership and effective schools, distinguishes "management" from "leadership," and introduces the remaining papers. "Leadership in Further Education: A Summary Report from a Review of the Literature" (Stephen J. Sawbridge) focuses on the following topics: what the term "leadership" means; what leaders look like; what leaders do; who leaders are; and how leadership affects student outcomes. "A Shift from Management to Leadership" (Alan Hooper) examines the following topics: the shift from management to leadership; leadership competencies;

*Teaching Styles; Theory Practice Relationship; Workshops

This document is designed to help adult educators implement the Teach with Style model of teaching adults. The introduction discusses how adults learn and the best way to teach them. Chapter 1 explains the tenets of the Teach with Style model, which is based on four distinct instructor styles. Chapters 2-5 detail the strategies and activities associated with the four instructor styles, which are as follows: (1) systematic (collaborate with participants as you plan; assess participant learning needs and styles; set clear, meaningful goals; plan to reach your goals; evaluate your plan); (2) stimulating (present information in interesting, useful ways; use active learning approaches; encourage creativity; help participants solve real problems; help participants practice new learning); (3) spontaneous (help participants tell their stories; make learning funny and fun; use imagination and the arts; build in risk taking; take time to reflect); and (4) safe (help participants feel at home; let participants know what to expect; help participants get acquainted; keep time commitments; build trust and openness). Chapters 6-8 cover the following topics: planning for balanced instruction; practical application of the instructor styles, strategies, and learning activities; and planning for continuous improvement. Thirty-one tables are included. A summary of the model is appended. (MN)

ED 453 406   CE 081 829

Aliaga, Oscar A., Ed.
Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2.
PUB DATE- 01
NOTE- 1158p.; CD-ROM version (includes membership directory) is not available from ERIC. For individual symposia, see CE 081 830-881. Conti and Bear paper "Adult Learning and the Internet" (part of Symposium 14) is not listed in the table of contents but is appended to Volume 2.
LANGUAGE- English
EDRS Price- MF09/PC47 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; Adjustment (to Environment); Administrators; Adult Learning; Adult Students; Career Development; College Programs; Comparative Analysis; Corporate Education; Definitions; Distance Education; *Education Work Relationship; Educational Administration; Educational Research; Educational Technology; Emotional Adjustment; Employer Employee Relationship; Employment Qualifications; Foreign Countries; Global Approach; Human Capital; *Human Resources; Independent Study; Informal Education; Integrated Curriculum; International Educational Exchange; Job Performance; *Labor Force Development; Learning Readiness; Literature Reviews; Models; Needs Assessment; On the Job Training; Organizatio Asia; Europe; Knowledge Management; Latin America; Learning Organizations; United States
IDENTIFIERS- Asia; Europe; Knowledge Management; Latin America; Learning Organizations; United States

This document contains 127 papers and innovative sessions and three poster sessions presented at a conference on human resource development (HRD). A program overview, author index, keyword index, and a CD-ROM version of the document are also included. The papers are grouped by the conference's 44 symposiums, which were devoted to the following topics: action learning; integrating university and corporate learning with work; HRD in Asia; distance learning; HRD in Latin America;

include substantial bibliographies. (YLB)

ED 453 424 CE 081 847

Role of HRD in Women's Career Development. Symposium 17. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adult Education; Career Choice; *Career Development; Career Education; *Employed Women; *Goal Orientation; *Human Resources; Interpersonal Relationship; Labor Force Development; Leaders; *Management Development; *Mentors; Organizational Climate; Significant Others
IDENTIFIERS- *Reflection Process

This symposium on the role of human resource development (HRD) in women's career development consists of three presentations. "Career Goals of Non-Managerial Women: An Adaptive Approach" (Linda M. Hite, Kimberly S. McDonald) reports an exploratory study that produced data from which these four themes emerged--adaptive goals, family influence, security needs, and organizational support--that suggest non-managerial women take an adaptive approach regarding their careers. "The Career Life Cycle and Mentoring: The Opportunity for Reflection as an Outcome for Mentors" (Ellen J. Mullen et al.) describes results that suggest that, among professional educators, mentoring was a vehicle for mentor reflection, particularly among women, and demonstrating organizational skills and promoting independent thinking were predictive of the opportunity to reflect. "Functions Performed by Mentors That Assist in the Career Development of Women Managers" (Rose Mary Wentling) focuses on a study that investigated whether women managers had mentors and how the mentors assisted them in their career development. It reports that being an influential leader and willing to share knowledge and expertise were the characteristics the women managers most often wanted in their mentors and that mentors were the most influential in the women managers' career development. All three papers include substantial bibliographies. (YLB)

ED 453 425 CE 081 848

Knowledge Management and Human Capital. Symposium 18. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Definitions; Economic Research; *Economics; *Human Capital; *Human Resources; *Information Dissemination; Information Transfer; Labor Force Development; Organizational Effectiveness; *Organizational Theories
IDENTIFIERS- Information Society; Knowledge Acquisition; Knowledge Development; *Knowledge Management; *Learning

manufacturing, and nonprofit organizations that established a relationship between workplace training and organizational commitment. The implications of this relationship for implementation of Australia's National Training Reform Agenda were discussed. All three papers include substantial bibliographies. (MN)

ED 453 442 CE 081 866

Managing the HRD Function. Symposium 32. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; Corporations; *Delivery Systems; *Economic Factors; Educational Practices; *Educational Principles; Educational Quality; Educational Research; Foreign Countries; Human Resources; *Labor Force Development; Models; Postsecondary Education; *Program Administration; Research Methodology; State of the Art Reviews; Theory Practice Relationship; Training
IDENTIFIERS- *Human Resources Administration; Human Resources Professionals; Impact Studies; India; Thailand; United States

This document contains three papers on managing the human resource development (HRD) function. "The Relationship between Factors Impacted by the Current Economic Crisis and Human Resource Development Roles and Functions in Thailand" (Chiraprapha Tan Akaraborworn, Gary N. McLean) presents data indicating that the current economic crisis in Thailand has had no significant impact on HRD roles and functions. "Testing the Appropriateness of the Gap Service-Management Model to the HRD Function in Organizations" (Shirine L. Mafi, Ronald L. Jacobs, David A. Collier) reports on an ex post facto study in which the appropriateness of the Gap Service-Management Model to the HRD function in organizations was examined by using the model to gauge employee satisfaction with HRD outcomes based on a series of gaps that occurred during the delivery of an HRD service. The research confirmed that the instruments developed for the study are indeed valid as diagnostic tools. "A Study of HRD Concepts, Structure of HRD Departments, and HRD Practices in India" (T.V. Rao, Raju Rao) reports on a study that included audits of eight Indian organizations and established that, in India, the HRD function is not well structured, is inadequately differentiated, and is poorly staffed. All three papers include substantial bibliographies. (MN)

ED 453 443 CE 081 867

Career Development Issues. Symposium 33. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Change; *Career Development; Definitions; Human Resources; Informal Education; *Job Training; *Labor Force Development; Literature Reviews; Models;

figures, and 20 references.) (JDM)

ED 453 462 CG 030 920

Cook-Cottone, Catherine P.
D'Youville College, West-Side Buffalo Literacy Project: Community and Families Together.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-22, 2001). Funded by the Education Fund for Greater Buffalo, Mayor's Parent Initiative, Fisher Price, Project Flight, and Borders Books and Cafe.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Programs; *Elementary School Students; Elementary Secondary Education; *Family Environment; *Family Literacy; Literacy Education; Program Development; School Psychologists; Workshops

Within the past decade, the movement toward family and community empowerment in literacy has grown dramatically. It is readily accepted that students' academic performance at school is closely related to the family literacy environment. Community-based programs that celebrate diversity and personal strength while strongly supporting literacy have been quite successful in fostering family literacy growth. This paper describes a workshop that gives practicing school psychologists a basic understanding of the process of designing a home, school, or community literacy partnership. It includes guidelines for effective goal and objective design; an outline of a family literacy curriculum; and a review of key components that ensure participation and program success. The workshop utilizes an active and successful family literacy program as a model to highlight key points. The workshop aims to provide participants with the information necessary to design a family reading program that suits their school's and community's needs. (Contains 29 references.) (JDM)

ED 453 463 CG 030 931

Ducheneaux, Teton; McDonald, J. D.
Biculturalism and Native American College Students' Performance on the WAIS-III.
PUB DATE- 99
NOTE- 71p.; Master of Arts Thesis, University of North Dakota. Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; College Students; *Cultural Background; Ethnic Groups; Evaluation; Higher Education; Identification (Psychology); *Intelligence Tests; *Nonreservation American Indians; *Reservation American Indians
IDENTIFIERS- *American Indian Students; Native Americans; Oglala Lakota College SD; University of North Dakota; *Wechsler Adult Intelligence Scale (Revised)

Nixon, Robin; Jones, Maria Garin
Improving Transitions to Adulthood for Youth Served by the Foster Care System: A Report on the Strengths and Needs of Existing Aftercare Services.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregiver Child Relationship; Community Programs; Coordination; Foster Care; *Foster Children; *Independent Living; *Maturity (Individuals); National Surveys; *Social Support Groups

The transition from foster care to adult independence brings many unexpected challenges. This document reports on the experiences of young adults as they leave the foster care system. It identifies community-based organizations (CBOs) that provide support and services to these adults, and relates opinions of both in order to identify what is needed to strengthen the service system and to build the capacity of CBOs working with former foster youth. The Child Welfare League of America (CWLA) surveyed organizations that provide services to young and older adults after they have left foster care. The results were used to create a service directory for former foster youth, social workers, and other CBOs in need of resources for assisting former foster youth, in addition to building a foundation of information about local community support for foster youth. This report includes recommendations for building capacity at the local levels and for strengthening the overall service system to facilitate successful long term outcomes for foster youth. (JDM)

ED 453 484 CG 030 967

Ediger, Marlow
The Guidance Counselor and the Reading Curriculum.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Elementary School Students; *Performance Based Assessment; *Portfolio Assessment; Reading; *Reading Difficulties; *School Counselors; *Student Evaluation

There are many ways guidance counselors can help teachers achieve more optimal reading instruction. Counselors first may have to ascertain the kinds of problems faced by a student in learning to read. Assessing a student's ability to use picture clues to decipher words may be necessary with primary grade students. Knowledge about phonics, using context clues and syllabication may all be helpful with older students. Since there are very strong advocates for phonics instruction, it is important for guidance counselors to understand arguments for and against its use. There are numerous ways students demonstrate learning gains and guidance counselors need to advocate for changes in how students are assessed. Just using one test is inadequate to determine a student's ability or learning difficulties. The portfolio approach stresses use of evidence from daily classroom work as part of the assessment. The portfolio helps show the counselor and the teacher how the learner reveals reading achievement. These suggestions offer guidance also states that the service functions of Reading Recovery are some of the most rewarding. It lists names of trainers, teacher leaders, site coordinators, contact information, number of teacher leaders trained and/or affiliated, and highlights for each program. (NKA)

ED 453 506   CS 014 302

Kaminiski, Rebecca
Using Multicultural Cinderella Books To Engage Students in Comprehension Strategies. Classroom Connections.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Childrens Literature; Class Activities; *Classroom Techniques; *Fairy Tales; Instructional Effectiveness; Learning Activities; *Learning Strategies; *Literacy; Multicultural Education; Primary Education; Teacher Role
IDENTIFIERS- *Cinderella; Folktales; Multicultural Literature; *Response to Literature

Teachers can help their young students build a strong foundation for multicultural understanding by introducing them to stories from many cultures and teaching them to use the cognitive strategies that enable them to comprehend and experience cultures different from their own. Multicultural literature can become a powerful tool that illustrates for children the similarities that exist between cultures and begins to ease cultural prejudice and intolerance. In particular, folktales can help children connect to their past and to other cultures. In this article, folktales that deal with the main character Cinderella are used as examples for implementing literacy activities in the classroom. The article discusses how to use a folktale variant with children and presents general literature response activities and literature response activities dealing with character, setting, problem, plot and events, ending, and the motif of magic. Contains a bibliography of 18 "Cinderella" stories representing different cultures, and recommended professional resources and Web pages. (NKA)

ED 453 507   CS 014 303

Rodgers, Emily
Collaborative Inquiry in Reading Recovery, or "Why Sit in a Circle?"
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Language Role; Primary Education; *Professional Development; *Reading Instruction; Teacher Role; *Training Methods
IDENTIFIERS- *Collaborative Inquiry; Conversation; *Reading Recovery Projects

In Reading Recovery, training participants sit in a circle to discuss lessons that have been communally observed. The rationale for sitting in a circle without a table for discussion can be better understood by considering these two ideas: (1) the role of language in learning; and (2) the way conversation is affected by the physical positioning of the participants. This article discusses in detail these two ideas. The article notes that the emphasis on language as a tool for

Awareness is growing nationwide of the dividends of early reading success and the dire consequences of early reading failure. Schools need a prevention-oriented assessment and intervention system to prevent reading difficulties from occurring and to keep children on track for achieving reading outcomes. This monograph describes the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Curriculum-Based Measurement Reading within an Outcomes-Driven Model of educational decision making. The model is prevention-oriented and is designed to preempt reading difficulties and support all children to achieve adequate reading outcomes by the end of third grade. The model incorporates conceptual foundations regarding crucial early literacy skills for assessment and instruction and is focused on empirically validated outcomes for each early literacy skill. The model builds on reliable and valid measures of essential early literacy skills (DIBELS) to be used to document growth toward outcomes, as well as a set of steps for using the data generated by the measures at both the individual and systems levels. In this monograph, descriptions of the big ideas of early literacy--phonological awareness, alphabetic principle, accuracy and fluency with connected text--are provided and each step of the Outcomes-Driven Model is described with examples provided illustrating each component decisions for individual students. The monograph concludes with a discussion of the use of DIBELS data within an Outcomes-Driven Model to make school- or district-wide decisions at a systems level. (Contains 28 references, and 10 figures and 2 tables of data.) (Author/RS)

ED 453 527   CS 014 401

Sibley, Donald; Biwer, Deb; Hesch, Amy
Establishing Curriculum-Based Measurement Oral Reading Fluency Performance Standards To Predict Success on Local and State Tests of Reading Achievement.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Based Assessment; Elementary Education; *Evaluation Methods; *Oral Reading; *Predictive Validity; *Reading Achievement; State Standards; Student Evaluation
IDENTIFIERS- Local Standards; *Reading Fluency

Curriculum-based assessment (CBA) and curriculum-based measurement (CBM) procedures are increasingly being utilized to assess student academic skills for educational decision-making, including screening, progress monitoring, entitlement and intervention planning. At the same time, school districts are increasingly compelled to administer local and state standardized achievement tests to gather student performance data. Although the broad purpose of each assessment is the same--measure student performance within the instructional curriculum--there is usually very little understanding of the relationship between the assessment processes. With the media attention focused on local achievement test scores, little attention has been given to the role that CBM can have in predicting student performance on state and local achievement tests. Specifically, there have been relatively few attempts to establish CBM benchmarks--performance levels that can predict success on the local standardized assessment. Recent research incorporated into China-Year celebrations, greatly stimulate the students' interests in other cultures. A checklist for building a student-friendly home page is also attached. (Author/RS)

ED 453 547 CS 217 557

Baker, Edith
On-Line Resources and Their Transformation of the Academy for Students and Faculty.
PUB DATE- 01
NOTE- 10p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Metacognition; Program Descriptions; Seminars; *Writing Across the Curriculum; *Writing Improvement; Writing Workshops
IDENTIFIERS- *Bradley University IL; Faculty Attitudes; Online Courses; *Program Monitoring; Program Objectives

This paper explains Bradley University's (Peoria, Illinois) neophyte Writing across the Curriculum Program, which has been in existence since December of 1997. Noting that the Program started with no outside money and with just a dream of developing undergraduate students' fluencies in their writing, the paper states that the goal was to encourage and develop faculty use of writing and critical thinking in all disciplines at Bradley. It states that the Program's developers wanted particularly to encourage metacognition. According to the paper, the workshop/seminar system was chosen for the Program. The paper recounts that an online system (a Writing across the Curriculum Website for Bradley) was developed in September of 2000. The paper discusses and critiques both the workshop/seminar system and the online system. Contains 14 references. (NKA)

ED 453 548 CS 217 558

Hedengren, Elizabeth
TA Training across the Curriculum: Covert Catalyst for Change.
PUB DATE- 01
NOTE- 17p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Student Needs; *Teaching Assistants; *Training Methods; *Training Objectives; *Writing Across the Curriculum; Writing Processes
IDENTIFIERS- Brigham Young University UT; Faculty Attitudes; *Training Needs

of Education, who spoke about the demand for increased performance and high standards; Dennis Parker, Manager, District and School Program Coordination Office, California Department of Education, who discussed best practices and accountability as tools for continuous improvement; and Gary Thrift, Area Executive Officer, Baltimore City Schools, Maryland, who spoke about the need for synchronization between school and district leadership. The remaining plenary speaker, Hugh Burkett, Comprehensive School Reform, Demonstration Program, U.S. Department of Education, emphasized stereotypes that poor children have to overcome to be thought capable of learning. These proceedings contain excerpts of the various presentations. A panel discussion entitled "Working Together: A Discussion with Federal Program Directors" was moderated by Jackie Jackson, Deputy Director, Title I, U.S. Department of Education. It contains excerpts of the discussions regarding safe schools, school-improvement programs, migrant education, Indian Education, and safe and drug-free schools. Other presentations covered the role of leaders, professional development, and allocating and reallocating resources. (DFR)

ED 453 569   EA 030 984

Greene, Jay P.; Howell, William G.; Peterson, Paul E.
Lessons from the Cleveland Scholarship Program.
PUB DATE- 97
NOTE- 47p.; Conducted under the auspices of Harvard University's Program on Education Policy and Governance; jointly sponsored by the Taubman Center on State and Local Government and the Center for American Political Studies. Paper presented at the Annual Meeting of the Association of Public Policy and Management (Washington, DC, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; *Educational Vouchers; Elementary Secondary Education; Government School Relationship; Nontraditional Education; Private School Aid; Scholarships; *School Choice
IDENTIFIERS- *Cleveland Scholarship and Tutoring Grant Prog OH

This paper examines the Cleveland Scholarship and Tuition Program (CSTP), a program initiated in 1996 that was the first in the U.S. to offer state-funded scholarships that can be redeemed at both secular and parochial schools. To gather information about the program, a telephone survey of 2,020 CSTP applicants, 1,006 of which did not enroll in the program, was conducted. Analysis of the data revealed five major findings. First, parents reported that their decision to apply for a scholarship was largely motivated by academic concerns. Second, a relatively small proportion of nonrecipients claimed that an inability to secure admission to a preferred private school was an important reason in their decision not to participate in the program. Third, parents of scholarship recipients who previously attended public schools were much more satisfied with every aspect of their choice school than applicants who did not receive a scholarship but attended public school instead. Fourth, choice schools did well at retaining students in the program, both within the school year and from one school year to the next. Finally, preliminary test scores in mathematics and reading show large gains for CSTP students attending the Hope schools. Overall, the findings support future choice initiatives, though special funding arrangements and further programming will be necessary for disabled and other special-regarding the shape that is being given to new curriculum material to meet these challenges in the context of Latin America. The report focuses briefly on a few key features that are giving a renewed identity to secondary education, especially competencies and the development of personalities. It offers suggestions regarding the characteristics of official curricular elements in the 1990s. An appendix lists the structure of the education system, intermediate-level requirements in selected Latin American countries, and gross attendance rates for 1985 and 1995 at the intermediate level. A list of participants is also given. (Contains 37 references.) (DFR)

ED 453 588   EA 031 033

Chirichello, Michael
Preparing Principals To Lead in the New Millennium: A Response to the Leadership Crisis in American Schools.
PUB DATE- 01
NOTE- 21p.; Paper presented at the International Congress for School Effectiveness and Improvement (14th, Toronto, Ontario, Canada, January 5-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Administrative Organization; Administrator Responsibility; Administrator Role; Elementary Secondary Education; *Leadership; *Organizational Change; *Principals; School Culture; *School Restructuring; *Teacher Administrator Relationship; Teacher Collaboration

There are about 80,000 public school principals in the United States. The Bureau of Labor Statistics estimates there will be a 10 percent increase in the employment of educational administrators of all types through 2006. The National Association of Elementary School Principals estimates that more than 40 percent of principals will retire or leave their positions during the next 10 years. As the need for principal leadership increases, the pool of qualified candidates is decreasing, particularly in urban districts. In an effort to uncover what effective leadership is all about, policymakers are seeking to answer three questions: (1) What kind of educational leaders do we need? (2) Where do we find them? and (3) How do we prepare principals to lead? This report considers solutions to these questions using the notion of shared leadership as a philosophical basis. These solutions would result in new standards of school organization, creating a shift in roles, responsibilities, and relationships between principals and teachers. The M.Ed. program at William Paterson University is designed to support such aspiring principals who will embrace collective leadership, diversity, equity, reflective inquiry, and ethical values that support relationships in caring, nurturing learning environments for all students. (Contains 27 references.) (Author/RT)

ED 453 589   EA 031 034

Lashway, Larry
The New Standards and Accountability: Will Rewards and Sanctions Motivate America's Schools to Peak Performance?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 219p.

This book tells the stories of eight people with above average to highly gifted levels of intellect, who also have significant, previously unrecognized and undiagnosed, learning disabilities. Their discovery of their true abilities and gifts after years of humiliation within the educational system and the trials of daily life is detailed. The individuals whose personal histories are described include: (1) Greta, a woman diagnosed with dyslexia and attention deficit hyperactivity disorder after she completed medical school; (2) Richie, a young boy with hyperactivity, whose mother was "blamed" for his troubles in school; (3) Craig, a college student, whose mother "seemed to be accustomed to fighting for her son," who wanted to be like everyone else; (4) Andy, also a college student, for whom the recurring message of "you are just too dumb to learn" led to a sense of sadness; (5) Eric, a medical student with an IQ in the highly gifted range, who lost confidence in himself and was rescued by a perceptive and well-informed dean; (6) Wanda, who is both the wife of a successful businessman and illiterate; (7) Dave, who is intelligent, well-informed, and perceptive, but unable to write a letter to a dying friend; and (8) Cornelius, a college athlete with an IQ close to the superior range, who went through his school system labeled as mentally retarded. (CR)

ED 453 608 EC 308 416

Treffinger, Donald J.
Assessing CPS Performance: Practical Resources for Assessing and Documenting Creative Problem Solving Outcomes. Third Edition.
PUB DATE- 00
NOTE- 59p.; Published in cooperation with Center for Creative Learning, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Creative Thinking; *Creativity; Elementary Secondary Education; Evaluation Methods; *Gifted; Measures (Individuals); Problem Based Learning; *Problem Solving; *Student Evaluation

This guide contains 12 practical tools to help educators link instruction in Creative Problem Solving (CPS) with today's focus on authentic assessment. It offers a variety of practical, reproducible instruments and checklists for use in evaluating students' knowledge of CPS concepts and tools, assessing students' attitudes about CPS and their self-concept as creative problem solvers, and assessing and documenting the effectiveness or impact of instructional or training programs in CPS. The book includes resources for use by teachers, group facilitators, and parents to document a wide range of CPS skills and applications. It also includes resources that can be used before, during, or after any CPS application to help verify and document the outcomes or results of the application. The book presents each resource, including a detailed description, directions for use, and where appropriate, scoring information. An appendix includes scoring keys. (Contains 13 references.) (CR)

ED 453 609 EC 308 417

Thompson, Sandra J.; Quenemoen, Rachel F.; Thurlow, Martha L.; Ysseldyke, James E.
Alternate Assessments for Students with Disabilities.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Coordination; Cultural Pluralism; *Disabilities; Early Intervention; *Financial Support; Parent Empowerment; *Parent Participation; Preschool Education; Public Policy; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" identifies and discusses issues of concern regarding financial support for parent members of Interagency Coordinating Councils (ICCs). Information gathered via letters, conversations, and interviews with parent ICC members from around the country is summarized. The article consists of six sections: (1) How Much Reimbursement Is Enough?; (2) Should Parents Be Compensated for Their Time?; (3) Parent Support Policies Must Encourage Diversity; (4) Beyond Reimbursements & Stipends; (5) What Are States Doing To Support Local ICC Parents? and (6) For the Future. A directory of ICC parent steering committee members is included. (SG)

ED 453 628 EC 308 552

Westphal, Sheila
Notes on the First National ICC Parents' Meeting.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 4p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Coordination; Cultural Differences; *Disabilities; Early Childhood Education; Early Intervention; Financial Support; *Parent Empowerment; *Parent Participation; Preschool Education; Rural Urban Differences
IDENTIFIERS- Individuals with Disabilities Education Act; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" summarizes the main issues discussed during the first National Meeting of Parent Members of state Interagency Coordination Councils (ICCs), held in Washington, D.C., in June 1989. Some of these issues include: (1) processes for influencing state policies; (2) tips for helping families in rural areas access services; and (3) suggestions about how to promote cultural sensitivity in serving families. Five priorities for strengthening the ICC Parent Member network are listed, and the issue of reimbursement and compensation for parent ICC members is discussed. Also includes contact information for ICC Parent Steering Committee members. (SG)

ED 453 629 EC 308 553

Westphal, Sheila
Parents Speak Out.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Agency Role; Communications; *Coordination; *Disabilities; Early Childhood Education; Early Intervention; Educational Legislation; Evaluation Methods;

Foreign Countries; Language Proficiency; Monologs; *Oral Language; Rating Scales; Second Language Instruction; Second Language Learning; Student Evaluation; *Test Format; Testing
IDENTIFIERS- Japan; *Oral Proficiency Testing; *Rasch Model

This paper examines the rating scale data of oral proficiency tests analyzed by a Rasch Analysis focusing on an item map and factor analysis. In discussing the item map, the difficulty order of six items and students' answering patterns are analyzed using descriptive statistics and measures of central tendency of test scores. The data ranks the items from easiest to most difficult. The factor analysis shows that one factor should be person-related, and the other should be linguistics-related. The result of the Rasch analysis suggests that there needs to be three tests to make a more precise measurement of the students' communicative language ability. The first is a test for monologue ability, the second for multilogue ability, and the third for dialogue ability. To truly understand the students' language ability it must be examined from several different viewpoints. (Contains an abstract in Japanese.) (KFT)

ED 453 656 FL 026 716

Murray, Joel R.
Steps and Recommendations for More Accurate Placement Test Creation.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); Examiners; Factor Analysis; Literature Reviews; Second Language Instruction; Second Language Learning; *Student Evaluation; *Student Placement; Teacher Education; *Test Construction; Test Format; Test Theory; Test Validity

This paper aims to provide practical advice for creating a placement test for English-as-a-Second-Language (ESL) or English-as-a-foreign-language (EFL) instruction. Three forms of concrete assistance are provided: a detailed literature review; detailed steps focusing on the creation of placement tests; and a set of recommendations focusing on individual parts of placement tests. The literature review defines a placement test, explores the components of the test in methodical detail covering listening comprehension, speaking, grammar, vocabulary, reading, writing, and language test creation, methodology, and practice. Recommended steps to take in the creation of a useful and accurate placement test include assembling an assessment team, defining test takers and objectives, developing rubrics and rating scales, testing the test itself, and training the scorers and administrators of the test. Recommendations focusing on individual parts of the placement test cover listening, reading, speaking, writing, and grammar. (Contains 28 references.) (KFT)

ED 453 657 FL 026 717

Van der Schaaf, Alie, Comp.; Morgen, Daniel, Comp.
German: The German Language in Education in Alsace, France. 2nd Edition. Regional Dossiers Series.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 01
NOTE- 47p.; For related documents in the Regional Dossiers

A Short History of Structural Linguistics.
PUB DATE- 01
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Diachronic Linguistics; Intonation; Language Research; Language Universals; *Linguistics; Phonology; Semantics; Speech Acts; *Structural Analysis (Linguistics)
IDENTIFIERS- Chomsky (Noam); Saussure (Ferdinand de)

This book is a concise history of structural linguistics, charting its development from the 1870s to the present day. It explains what structuralism was and why its ideas are still central today. For structuralists, a language is a self-contained and tightly organized system whose history is of changes from one state of the system to another. This idea has its origins in the 19th century and was developed in the 20th by Saussure and his followers, including the school of Bloomfield in the United States. Through the work of Chomsky, it is still very influential. This book focuses on examining the role of structuralism and analyzes the role it plays in the study of sound systems and the problems of how systems change. He discusses theories of overall structure of a language, the Chomskyan revolution of the 1950s, and the structuralist theories of meaning. The book has eight chapters, including the following: "Languages"; "Sound Systems"; "Diachrony"; "The Architecture of a Language System"; Internalised Language"; "Structural Semantics" and "Structuralism in 2000." An index is included. (Contains 131 references.) (KFT)

ED 453 678 FL 026 740

Extra, Guus, Ed.; Gorter, Durk, Ed.
The Other Languages of Europe.
PUB DATE- 01
NOTE- 474p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Arabic; Basque; Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; Heritage Education; Language Maintenance; *Language Minorities; *Language Planning; National Programs; Official Languages; Second Language Instruction; Second Language Learning; Slovenian; *Sociolinguistics; Swedish; Uncommonly Taught Languages; Welsh
IDENTIFIERS- Australia; Canada; *Europe; European Union; Finland; France; Germany; India; Morocco; Netherlands; Romany; South Africa; Spain; Sweden; United Kingdom; United States

This book focuses on the minority languages of Europe, those other than the national languages of European Union member states, by looking at the demographic, sociolinguistic, and educational aspects of both regional and immigrant languages. Empirical evidence for the status of these other languages of multicultural Europe is brought together in a composite frame of reference from national and cross national points of view. In doing so, the limitations of the European Charter on Regional and Minority Languages are challenged. A widening of its scope is proposed in order to include rather than exclude immigrant languages in the range of European minority languages. Part 1 covers the regional languages of Europe, including Basque in Spain and France, Welsh and Gaelic in Britain, Frisian in the Netherlands, Slovenian in Carinthia, and Swedish in Finland, and the historical minority languages commitment to change must come from the top, but the environment must be right for ideas to bubble up from below. Administrative units must redefine their roles, and the shift in culture must be accompanied by a shift in language. No matter what the changes, the student experience must be the bottom line. (SLD)

ED 453 700   HE 034 020

Micceri, Ted; Takalkar, Pradnya; Waugh, Gordon
Customer Feedback: A Framework for Action.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Association for Institutional Research Forum (Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; Higher Education; *Organizational Change; Research Methodology; *Sampling; *Surveys; Use Studies
IDENTIFIERS- *Customer Services

This paper is designed to identify effective methods and to lay out steps that can be used in a customer feedback survey process. In order for the results of any customer survey to stimulate useful changes in an organization, it is essential that the support of key players be present from the beginning. Developing a customer feedback process is a multilevel process that begins with defining the services provided and the priorities the organization and its customers assign to each service. Identifying the primary objective of the survey process and assuring that the information will be used are key steps. Some suggestions are given for conducting broad surveys, specific activity surveys, spot surveys, and process analysis. At each of these survey levels, there are areas that can be assessed, including people, processes, information, and outcomes. Some specific survey techniques are outlined, and sampling issues are discussed. Attachment A discusses method to identify and prioritize services, and Attachment B contains an example of a survey used in a campus study. (SLD)

ED 453 701   HE 034 021

Guidelines for External Review of New Graduate-Level Academic Programs.
PUB DATE- 00
NOTE- 7p.; Approved by the Oregon State Board of Higher Education, April 21, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Degrees (Academic); *Evaluation Methods; *Graduate Study; Higher Education; Policy Formation; *Program Evaluation; Program Implementation
IDENTIFIERS- *External Evaluation; *University of Oregon

This document contains revised policy and guidelines for the external evaluation of new graduate-level programs in the Oregon University System. Each institution in the Oregon University System that requests a new graduate-level or graduate degree program or a significant new option within an existing graduate program must complete an external review of as were students who attended private nonprofit institutions. The tuition price did not influence whether the student borrowed, but did influence the amount borrowed. Thirty percent of the class of 1993 had enrolled in graduate school by the time the 1993 follow-up survey was conducted, and borrowing for graduate school greatly increased student loan balances. Average balances rose to as high as $57,000 for students enrolled in a first professional degree program. Undergraduate academic characteristics were the most influential predictor of graduate school enrollment, and undergraduate borrowing had little impact by itself. An appendix contains logistic regression coefficients and standard errors for two tables. (Contains 2 figures, 20 tables, 37 references, and 27 endnotes.) (SLD)

ED 453 723   HE 034 046

Brause, Rita S.
Doctoral Dissertations: What Doctoral Students Know, How They Know It, and What They Need To Know--A Preliminary Exploration.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Dissertations; Doctoral Programs; *Educational Experience; *Graduate Students; Graduate Study; Higher Education; *Student Attitudes

This preliminary study of students' experiences in doctoral programs includes perspectives from newly admitted students, those who have completed their dissertations, students in intermediate stages of the process, and students who have decided to leave doctoral programs. The time span covers almost 25 years and data were gathered for some 250 participants in doctoral programs. Many students noted that they had no idea what to expect in the dissertation process. It was typical to find that they viewed writing the dissertation as a testimony to what they had learned in their courses. Many students spoke about the hops through which they had to jump to complete the dissertation. Others regarded it as a learning experience in itself, and others seemed to have a pragmatic attitude in which they noted that they were able to engage in new learning while completing many institutional requirements. For some participants, writing the dissertation was the highlight of their educational development, but for others, the dissertation was a hurdle in the way of credential building. The paper discusses the implications for preparing students for the dissertation process. (SLD)

ED 453 724   HE 034 047

Hendel, Darwin D.
The Relative Contribution of Participating in a First-Year Seminar on Student Satisfaction and Retention into the Sophomore Year.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

The Independent Colleges and Universities of Florida
Accountability Report, 1999.
SPONS. AGENCY- Independent Colleges and Universities of Florida, Tallahassee, FL.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Enrollment; Ethnicity; *Higher Education; *Institutional Characteristics; *Private Colleges; Profiles; Racial Composition; Racial Differences; *School Statistics; Student Surveys; Tables (Data)
IDENTIFIERS- *Florida; Nova Southeastern University FL

This report provides comparative data for the major independent institutions of higher education in Florida, including key data on enrollments and completions by degree level. This information allows comparison of levels of productivity and racial and ethnic diversity among members of the Independent Colleges and Universities of Florida (ICUF). Portions of the report represent data required for the Integrated Postsecondary Education Data System, but much of the data was derived from cohorts constructed at each institution using the methodology and criteria prescribed by the Student Right-To-Know Act. Several outstanding strengths of ICUF institutions emerged from examination of the data in this report. ICUF institutions are characterized by small class size, substantially smaller than the classes at many public institutions in Florida. ICUF institutions complement the institutions of the state university system by providing access to programs of fields of study that are not available or that have limited access in the state system. Students usually graduated from ICUF institutions without a lot of extra credits, credits beyond those required for graduation. A comparison of the Florida state system and ICUF institutions showed that productivity, in terms of degrees awarded, was similar at both types of schools. Institutional profiles provide information about enrollment, student place of residence, and racial and ethnic compositions of member schools. The foreword to this edition of the accountability report provides information specific to Nova Southeastern University (NSU). NSU had the largest total enrollment, and the fifth largest undergraduate enrollment of the ICUF schools, with the largest graduate enrollment by a large margin. NSU has the largest first professional degree program enrollment of the ICUF institutions and awarded 22% of all degrees awarded by IDUF schools from July, 1998 through June 30, 1999. An appendix contains a list of the ICUF institutional data collectors who gathered the information for the report. (Contains 12 figures and 7 tables.) (SLD)

ED 453 745 HE 034 070

MacFarland, Thomas W.
Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: Breakouts by Student Service Center Locations.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Distance Education; *Geographic

professional qualifications are generally given in the language of the country. New to this edition is a description of Student Services for each university where the information is available. Statistics on the academic staff and student enrollment complete the entry, with breakdowns for foreign, part-time, and distance education students when available, and information on numbers of male and female faculty and students when available. (SLD)

ED 453 766 HE 034 092

Ibarra, Robert A.
Beyond Affirmative Action: Reframing the Context of Higher Education.
PUB DATE- 01
NOTE- 323p.; Support provided by the Evjue Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affirmative Action; *Context Effect; *Educational Change; *Higher Education; *Hispanic American Students; Interviews; Learning; Multicultural Education; *Teaching Methods

Based on extensive interviews with Latino and Latina students and faculty, this book introduces a theory of "multicontextuality" that proposes that many people learn better when teachers emphasize whole systems of knowledge and that education can create its greatest successes by offering and accepting many approaches to teaching and learning. The chapters are: (1) Critical Junctures for Change; (2) The Latino Study: Reconceptualizing Culture and Changing the Dynamics of Ethnicity; (3) Multicontexuality: "A Hidden Dimension in Higher Education"; (4) The Graduate School Experience: Ethnicity in Transformation; (5) 'They Really Forget Who They Are': "Latinos and Academic Organizational Culture"; (6) Latinos and Latinas Encountering the Professoriate; (7) Teaching, Testing, and Measuring Intelligence: "Uncovering the Evidence That Cultural Context Is Important"; and (8) Reframing the Cultural Context of the Academy: "A New Infrastructure for Teaching, Learning, and Institutional Change." Three appendixes list institutions attended by interview subjects, a chart of graduate enrollment, and a list of Latino faculty issues. (Contains 11 tables and 422 references.) (SLD)

ED 453 767 HE 034 093

Governing in the Public Trust: External Influences on Colleges and Universities.
PUB DATE- 01
NOTE- 12p.; "Adopted by the AGB Board of Directors April 2001." For the companion statement, "AGB Statement on Institutional Governance," see ED 426 675.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Decision Making; Educational Trends; *Governance; *Governing Boards; Higher Education; *Political Influences; *Social Influences
IDENTIFIERS- Association of Governing Boards of Univs and Colls; *Special Interest Groups

This statement responds to the need for all higher education the role of a school-based educational technologist (ET) in four middle schools. The study also examined how the qualifications that the ET possesses impact the effectiveness of the project. Data were collected through observations, interviews, and document analysis. Preliminary results indicate that knowledge of technology alone does not make a successful ET. Results show that ETs with a background in the middle school setting have a greater impact than ETs without a background in the middle school setting. (Author/MES)

ED 453 788 IR 020 631

Tomei, Lawrence A.
Teaching Digitally: A Guide for Integrating Technology into the Classroom Curriculum. With CD-ROM .
PUB DATE- 01
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Distance Education; *Educational Technology; Elementary Secondary Education; *Instructional Development; Instructional Material Evaluation; Internet; Material Development
IDENTIFIERS- *Technology Integration

This book is designed as a personal reference tool for K-12 teachers, distance educators, and corporate trainers integrating technology into the curriculum. "Part 1: Understanding the Basics of Instructional Technology" sets the stage with an introductory examination of the discipline of instructional technology. Part 1 contains chapters: "Technology for Teaching" and "A Primer on Personal Computers." "Part 2: Preparing Instructional Materials" offers the tools to produce individualized student materials, classroom presentations, and interactive World Wide Web-based resources. Part 2 contains four chapters: "Resources of the Internet," "Text Materials for the Classroom," "Visual Presentations for the Classroom," and "Web Home pages for the Classroom." "Part 3: Preparing Instructional Lessons" covers the advanced applications of technology necessary to prepare exciting, multimedia-rich, student-centered lessons. Part 3 contains four chapters: "A Model for Preparing Technology-Based Lessons," "The HyperBook Lesson," "The Interactive Lesson," and "The Virtual Tour Lesson." "Part 4: Assessing Instructional Technology" recognizes that although successful technology must be grounded in the pedagogies of teaching and learning, evaluating the effectiveness of technology-based lessons demands its own perspective. Part 4 contains one chapter: "Evaluating Technology-Based Resources." The book also includes a glossary, an index, directories, folders, and files of the enclosed CD-ROM. (MES)

ED 453 789 IR 020 632

Czerwinski, Stanley J.
Telecommunications: Characteristics and Choices of Internet Users. Report to the Ranking Minority Member, Subcommittee on Telecommunications, Committee on Energy and Commerce, House of Representatives.
PUB DATE- 01

among state, regional, and local entities to build on the many good practices and policies implemented since 1996. The first section presents an overview, discussing the background, purpose, and process of developing this addendum, and the revised vision and mission for educational technology in Wisconsin. The next section provides information on the current status and progress since 1996, discussing major initiatives developed; comprehensive local technology planning; the Technology Literacy Challenge Fund; the federal E-rate; the technology survey initiative; and a chart of 1996 recommendations, current status, and evidence of progress. The third section provides recommendations under each of the following areas: student standards, curriculum integration, and student assessment; teacher standards, preservice training, and professional development; quality resources for students and teachers; well-maintained technology infrastructure and support systems; attention to equity and diversity; and sophisticated and multiple assessments. The next section outlines responsibilities of the Instructional Media and Technology Team at the Wisconsin Department of Public Instruction (DPI). A section of appendices includes references, a technology plan checklist, Levels of Technology Implementation (LoTI) Framework emerging priorities identified by the Forum on Technology in Education, and results of Wisconsin's portion of the 1999 Milken Technology Survey. The addendum also identifies areas in which the state needs to invest to ensure that the current level of hardware, software, technology integration, teacher professional development, and infrastructure continues to evolve and does not stagnate. (AEF)

ED 453 807   IR 020 680

Nelson, Wayne A.; Wellings, Paula; Palumbo, David; Gupton, Christine
Combining Technology and Narrative in a Learning Environment for Workplace Training.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computer Simulation; *Entry Workers; Experiential Learning; Internet; Learning Activities; Multimedia Materials; *On the Job Training; Professional Development; Skill Development; Teaching Methods

In a project designed to provide training for entry-level job skills in high tech industries, a combination of narrative and technology was employed to aid learners in developing the necessary soft skills (dependability, responsibility, listening comprehension, collaboration, et cetera) sought by employers. The EnterTech Project brought together a coalition of more than 70 employers, community-based organizations, educators, and policymakers to create a set of employer-validated competencies derived from on-the-job observations and interviews with entry-level workers. The target learners for the project were high school and college students, dislocated workers, incumbent workers, recipients of public assistance, and unemployed or underemployed people. Competencies included understanding an

Attitudes; *Writing Skills

This study investigated the impact of word processing on middle school students. The study involved a high, middle, and low academic ability student, each spending an average of 114 minutes on the computer per week over four months. Data collection consisted of questionnaires, interviews, observations, and students' work. Each student answered questions on his/her attitudes toward writing. Interviews clarified responses to questionnaires. Students were then observed by the teacher as they worked at computers. Findings of the study contradict some current research in this field. Researchers have indicated that word processing eliminated most, if not all, the awkwardness in writing. However, this study found that students had difficulty with hand-thought coordination that was needed for typing their own writing. These findings support the need for phonetic and in-depth keyboarding skills to be in place before word processors are used for composition. Another finding was that computer composition time far exceeded that of traditional composition, suggesting that educators and researchers need to allow more time for computer composition. Implications of the study call for further study and analysis of skills students need in order to use the word processor in student composition. Focus must also be given to the differential of computer and traditional writing time. The writing survey and interview guide are appended. (Contains 21 references.) (Author/MES)

ED 453 826 IR 020 710

Daniel, John
Distance Learning and Academic Values.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Teaching and Learning with Technology Conference (Indianapolis, IN, November 10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Educational Change; Educational Objectives; *Educational Technology; Foreign Countries; Higher Education; Information Technology; *Open Universities; Technological Advancement; Values
IDENTIFIERS- *Learning Systems; Open University (Great Britain); Technological Change; *Technology Utilization

This paper addresses distance learning and academic values from the author's perspectives as student, part-time scholar, and president of the Open University (United Kingdom). The following six propositions are discussed: (1) new technologies may change higher education; (2) new technologies are always superseded by newer technologies; (3) most use of technology in universities lacks clear institutional aims; (4) the institutional aims should be to cut costs, leverage learning, and transform thinking; (5) such aims require the establishment of learning systems; and (6) the creation of learning systems requires institutional technology strategies. The current technology strategy at the Open University is then described, focusing on developments related to: the use of CD-ROM technology in a new introductory science course that is being taken by over 4,000 students; the use of computer conferencing by students in a wide range of courses; the techniques developed for effective tutoring of students by e-mail and

NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; *Enrollment; *Institutional Characteristics; *School Organization; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

This report provides facts about Nassau Community College (NCC) (New York)--its mission, publications, organization, resources, and faculty and students. Highlights include: (1) Nassau is the largest community college in the state of New York and one of the largest single-campus community colleges in the United States; (2) for the 1999-2000 academic year, an average of 20,000 students were enrolled in 30 academic departments--54% were full-time students, and 53% were female; (3) 69% of students were liberal arts majors; (4) more than 25% were over the age of 25; (5) 83% were from Nassau County, 11% from Queens County, and 6% from Suffolk County; (6) approximately 19% of the college-bound high school graduates from Nassau County enrolled in NCC, and 60% of Nassau's graduates continued their education at four-year institutions; (7) In 1999, 11,846 students were white, 2,649 black, 2,035 Hispanic, and 857 Asian; (8) for the 1999-2000 academic year, there were 2,479 employees, including 536 full-time and 761 adjunct faculty; and (9) the annual operating budget for 1999-2000 was approximately $130,048,216--32% of the operating revenue was from tuition, 28% from Nassau County, 26% from New York State, and 14% from other sources. (JA)

ED 453 847 JC 010 398

Concepts & Procedures for Academic Assessment.
PUB DATE- 99
NOTE- 84p.; For "The Assessment Supplement," see JC 010 399. Published by the Nassau Community College Assessment Committee of the Academic Senate.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; College Outcomes Assessment; Community Colleges; *Educational Assessment; Educational Improvement; *Evaluation Methods; *Student Evaluation; Teacher Role; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

This document describes the formulation of academic assessment at Nassau Community College (NCC) (New York), presenting methods that can help faculty implement classroom assessment in the courses they teach. Section 1, the introduction, discusses assessment from philosophical and historical perspectives. Section 2 presents the five steps of goals-based assessment: (1) teaching goals; (2) outcome behaviors; (3) assessment measurements; (4) evaluating measurement results; and (5) formulating modifications. Section 3 describes the campus implementation process and the work of classroom faculty and top administrators. Section 4 is the "Classroom Assessment User's Guide," and it outlines the five goals-based assessment steps in detail. It also presents matrices for teacher use, including one for standard language and phrases, allied health sciences, communications, and mathematics. Finally, Section 5 training, social partnerships in training, and employer reporting of intellectual capital. (Contains 31 references and 9 tables.) (YLB)

ED 453 355   CE 081 376

McKenzie, Phillip
Pathways for Youth in Australia. CEET Working Paper No. 31.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 21p.; An earlier version of this paper was presented at the Australia Centre Conference (Australia and Germany, May 29-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Education Work Relationship; Educational Opportunities; Educational Policy; *Employment Patterns; Enrollment; Followup Studies; Foreign Countries; High School Graduates; *Outcomes of Education; *Postsecondary Education; Public Policy; *Secondary Education; Stopouts; *Unemployment; Youth Employment
IDENTIFIERS- *Australia

An approach is needed that recognizes a "system" of pathways results from an interaction between Australian pathway designs and reforms of policymakers on the one hand, and the decisions by young people and their families on the other. (Pathways are combinations of education, training, and employment activities that can be taken to acquire a certificate of type of employment.) Data from the Longitudinal Surveys of Australian Youth for about 2,200 year 10 students from the late 1980s for 7 years identify hundreds of different patterns of activity in the transition from school. For the group that did not obtain tertiary qualifications, these eight pathways have been defined: (1) those who obtained a full-time job on leaving school and remained in full-time work; (2) those who gained an apprenticeship or traineeship followed by full-time work; (3) school leavers who participated in full-time further study before entering full-time employment; (4) youth who experienced a brief or extended period of unemployment, part-time work, or not in the labor force, but were in full-time work for the remainder of the time; (5) those who did the same for an extended period; (6) those who worked mainly part-time; (7) those who were unemployed for the majority of the time; and (8) those mainly not in the labor force. Other pathways were identified for those with tertiary qualifications. (YLB)

ED 453 356   CE 081 497

Handel, Michael
Is There a Skills Crisis? Trends in Job Skill Requirements, Technology, and Wage Inequality in the United States. Working Paper No. 295.
PUB DATE- 00
NOTE- 62p.; Paper was presented at the Macrodynamics of Inequality in the Industrialized and Developing Countries conference (Annandale-on-Hudson, NY, October 28-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparable Worth; *Computers; *Economic Factors; Economic Opportunities; *Educational

Countries; Guidelines; Internet; Learning Modules; *Literacy Education; Marketing; Material Development; Occupational Information; Online Courses; Online Systems; *Professional Development; Program Development; Program Evaluation; Program Guides; Resource Materials; *Teacher Workshops; Volunteer Training; *World Wide Web

IDENTIFIERS- Educational Marketing; Netiquette; *Ontario

This document, which was developed during a project to expand professional development opportunities for adult literacy practitioners affiliated with member agencies of Community Literacy of Ontario (CLO), presents tips and tools for developing and delivering an online workshop for literacy practitioners. The document begins with an overview of the CLO product and development of this workshop guide. The next six sections discuss the following aspects of the process of developing and delivering an online workshop: (1) marketing the online workshop; (2) conducting the required research; (3) developing the workshop modules; (4) using online facilitators during the delivery phase; (5) addressing technical considerations; and (6) evaluating the workshop. Each section includes a brief description of what was done with respect to each aspect during development of the workshop for CLO member agencies and tips for others interested in developing and delivering an online workshop for literacy practitioners in their own communities. The following items are appended: a job description for a project coordinator; a marketing flyer; introductory postings to the workshop (welcome message, "netiquette" tips, tips for getting the most out of the workshop); a sample module about literacy volunteers; workshop statistics; workshop evaluation results; and a list of 20 Web-based and 24 print resources. (MN)

ED 453 373   CE 081 772

Fretwell, David H.; Colombano, Joe E.

Adult Continuing Education: An Integral Part of Lifelong Learning. Emerging Policies and Programs for the 21st Century in Upper and Middle Income Countries. World Bank Discussion Paper.

PUB DATE- 00

NOTE- 47p.; Also financed by the Italian Trust Fund. Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Articulation (Education); Certification; Comparative Analysis; *Continuing Education; Delivery Systems; *Developed Nations; Developing Nations; Disadvantaged; Distance Education; Education Work Relationship; Educational Administration; Educational Finance; *Educational Policy; *Educational Practices; Educational Technology; Educational Theories; Employment Patterns; Employment Qualifications; Enrollment Trends; Equal Education; Financial Support; Foreign Countries; Government School Relationship; Human Capital; Job Skills; *Lifelong Learning; National Standards; Needs Assessment; Nongovernmental Organizations; Outcomes of Education; Posts Asia Pacific Region; Australia; Europe; Impact Studies; North America; South America

IDENTIFIERS- Asia Pacific Region; Australia; Europe; Impact Studies; North America; South America

Adult continuing education (ACE) can be a major force in human capital development and an integral part of lifelong learning. Although recognition of the importance of ACE in developed and the behavior of effective change leaders. "'It All Goes Wrong in the Middle': A Reassessment of the Influence of College Structures on Middle Managers" (Loraine Powell) reports on the implications of a study of middle managers' perceptions of their role and work for extending middle managers' repertoire through management development. "Team Leaders Make a Difference in Raising Achievement!" (Chris Horsfall) describes the development of a short training course for FE managers and reports on other plans to raise student achievement through leadership development. Most papers include substantial bibliographies. (MN)

ED 453 389   CE 081 800

Jones, Cheryl A.; Anderson, Mike
Managing Curriculum Change.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Adult Programs; Attitude Change; Case Studies; *Change Agents; *Change Strategies; *College Programs; Cooperative Planning; Coordination; *Curriculum Development; *Educational Change; Educational Cooperation; Educational Environment; Educational Planning; Educational Technology; Foreign Countries; Guidelines; Inservice Teacher Education; Leadership; *Organizational Change; Organizational Development; Participative Decision Making; Postsecondary Education; Professional Development; Resource Allocation; Staff Development; Teacher Administrator Relationship; Teacher Attitudes; Teacher Improvement; Teamwork
IDENTIFIERS- *United Kingdom

This document, which is intended for mangers at post-16 educational institutions in the United Kingdom, presents guidelines for managing curriculum change that were developed on the basis of case studies of the following further education (FE) colleges: Grey Skies College; Midshire College; and Happy Days College. The introduction explains how the three colleges were selected based on their size and staffing levels and describes the following data collection activities, which took more than 2 years to complete: a confidential survey of all staff (response rates, 60%-87%); interviews with a sample of full-time and part-time teaching staff at each college; and nonparticipant observations of meetings and systems in action. The next section discusses the following guidelines that emerged from the study: (1) make curriculum change a high priority; (2) provide support to achieve success; (3) plan and resource for effective curriculum change; (4) provide effective leadership to drive change; (5) create a shared approach as a vehicle for effective change; (6) recognize and use staff contributions; (7) gain the confidence of staff; (8) deal with negative perceptions of change and professional development; and (9) use accommodation to promote teamwork. Presented next are the three case studies. (Contains 39 references.) (MN)

ED 453 390   CE 081 801

Brookes, Dave; Hughes, Maria
Developing Leading-Edge Staff in Vocational Education and Training. The Agency Reports.

trust in organizations; global team development; coaching and knowledge transfer; ethics and integrity in HRD; organization values; issues in evaluation; global knowledge transfer issues; leadership development; transfer of learning; HRD theory; organizational development; the role of HRD in women's career development; knowledge management and human capital; organizational change; university programs; theory building; human resource management issues; workplace learning; managerial performance issues; improving learning with technology; professional development; informal learning; emotions and behavior in the workplace; evaluation in HRD; organizational enhancement; workplace learning issues; managing the HRD function; career development issues; research issues in HRD; adult learning; learning organizations; measurement and research tools; assessment and evaluation modeling; issues in training; workplace issues in human resources; executive and management development; HRD and small manufacturers; motivation for improving performance; and redefining HRD. Most papers include substantial bibliographies. (MN)

ED 453 407   CE 081 830

Action Learning. Symposium 1. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Adult Learning; Case Studies; Comparative Analysis; *Education Work Relationship; Educational Environment; Educational Trends; *Experiential Learning; *Group Dynamics; *Labor Force Development; Literature Reviews; Longitudinal Studies; Postsecondary Education; Questionnaires; Student Attitudes; Teacher Attitudes; Teamwork; *Transformative Learning; Trend Analysis; Universities
IDENTIFIERS- Virginia Commonwealth University

This document contains three papers on action learning. "Action Learning: Case Studies of Most Valued Learning and Application" (Suzanne D. Butterfield) reports on a qualitative study in which longitudinal data was collected from document analysis and first-line consulting managers who had participated in action learning. The study established that the most prevalent types of action learning and application focused on provocative questioning to solve problems, coach and counsel for performance improvement, and accomplish work in general. "Mapping Group Dynamics in an Action Learning Experience: The Global Team Process Questionnaire (GTPQ)" (Robert L. Dilworth) discusses Virginia Commonwealth University's use of the GTPQ to map group dynamics in action learning sets and thereby clarify how action learning is viewed by learners and how group dynamics within teams dedicated to action learning unfolds. "Comparing the Learner's and Educator's Perspective on Conditions That Foster Transformative Learning in Action Learning Programs" (Judy O'Neil, Sharon Lamm) examines the results of two action learning studies to identify differences between learner/participant and educator/learning coach perspectives regarding the individual, program, and organizational conditions that foster transformative learning. All three papers include substantial bibliographies. (MN)

ED 453 408   CE 081 831

Organizations; Netherlands

This symposium on knowledge management and human capital consists of three presentations. "Analyzing and Solving Difficulties Experienced in Knowledge Management: The Case of a Knowledge Intensive Organization" (Simone J. van Zolingen, Jan N. Streumer, Maaike Stooker) distinguishes five phases of the knowledge management process and reports that in the case study most knowledge management problems occurred in the first three phases: knowledge acquisition, codification, and dissemination. "Using a Human Capital Framework to Inform Human Capital Investment Decisions" (Joanne Provo) analyzes organizational capabilities strategy from the human capital perspective. "Human Capital, Human Resource Development (HRD), and the Knowledge Organization" (Oscar A. Aliaga) uses an economic approach to explain the foundations of HRD and proposes a framework to understand the knowledge organization. It suggests economics as the primary theoretical influence of HRD. The theory of human capital and the theory of the firm are first reviewed in their relationship with training. A discussion follows of the knowledge organization and the implications for organization development. All three papers include substantial bibliographies. (YLB)

ED 453 426   CE 081 849

Organizational Change. Symposium 19. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Adult Development; Adult Education; Change; Change Strategies; Comparative Analysis; *Decision Making; Human Resources; Labor Force Development; *Organizational Change; Organizational Development; *Organizational Objectives; Organizations (Groups); *Success
IDENTIFIERS- *Cascade Training; *Institutionalization (of Change)

This symposium on organizational change consists of three presentations. "Institutionalizing Organizational Change Through Cascade Training: Implications for Human Resource Development (HRD) Research" (Ronald L. Jacobs, Darlene Russ-Eft, Suhail Zidan) proposes the institutionalization of change should be addressed as a major part of the change process and suggests that cascade training be used to address institutionalization issues. "Shock to the System: Analyzing Organizational Change Using the Construct of Awareness Development" (Martin B. Kormanik, Annette K. Sturdevant) reports a study that shows that by using the cycle of awareness development to examine individual employees' awareness development around an organizational transition issue, it may be possible to take a distributed view of organizational-level change. "Connotative Meanings of a Change Agenda" (S. Ramnarayan) reports on a major change program that the corporate office of a large manufacturing organization launched in its five plants. The paper describes how, though a common approach had been worked out, a study conducted eight months later showed that the different plants had followed different problem solving approaches and reached different outcomes. It examines how units develop connotative meanings of a change agenda and how these meanings influence the effectiveness of change implementation. All three papers include substantial

*Occupational Mobility; Outcomes of Education; *Theory Practice Relationship

This symposium on career development issues consists of three presentations. "Career Development: What Is Its Role in Human Resource Development (HRD)?" (Mary Allyn Boudreaux) explores the role of career development theory and research in the field of HRD. Definitions of HRD are provided, and the status of career theory and research and its application to HRD are examined. "Free Agent Learners: The New Career Model and Its Impact on HRD" (Darren Short, Rose Opengart) reports these findings of qualitative research aimed at exploring the free agent concept and these implications for HRD: free agents operating outside of knowledge industries, the importance of learning to free agents, career support for employees, and HRD shifting its focus from training towards learning. "Career Development Through Informal Learning: A Review of the Literature" (Toni Powell, Betty Hubschman, Madeleine Doran) presents a review of recent studies pointing to the disappearance of career development in contemporary organizations. Other studies included in this review suggest that the need for the career development function still exists. It presents a model that links the HRD practitioner to a re-formed career development function through informal learning and concludes with several suggestions for future research. All three papers include substantial bibliographies. (YLB)

ED 453 444   CE 081 868

Research Issues in HRD. Symposium 34. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Adult Education; Diversity (Institutional); *Employed Women; *Feminist Criticism; Journal Articles; Labor Force Development; *Research Methodology; *Statistical Analysis; Study Abroad; *Theory Practice Relationship
IDENTIFIERS- Human Resource Development Quarterly; *Womens Ways of Knowing

This symposium on research issues in human resource development (HRD) consists of three presentations. "The Influence of Theories of Action on Action Research Initiatives: One Dying Division's Case" (Linda Neavel Dickens) reports an interpretive case study to illuminate how individual, team, and organizational practices and theories of action influence participation in, and outcomes of, action research initiatives. Findings suggest that participants designed and implemented actions that resulted in unintended consequences, limited learning, and, ultimately, the demise of the action research team. "Women's Ways of Knowing: A Conceptual Framework for HRD Research" (Yvonne M. Johnson) is a feminist essay that seeks to expand the HRD literature by using such a conceptual framework to analyze a study abroad experience. "A Critical Review of Research and Statistical Methodologies Within HRD Quarterly (HRDQ), Academy of Management Journal (AMJ), and Personnel Psychology, 1995-99" (Heather A Williams) reviews articles in the three journals for 1995-99 and in the AMJ for 1975-79, to identify the most used research methods and trends in 1995-99, to compare methodologies between the HRDQ and AMJ samples, to

This study investigated the impact of cultural identification of Native American college students on the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III). It assessed the relationship between cultural identification and cognitive-testing scores between a group of off-reservation students attending the University of North Dakota (UND) and an on-reservation group at the tribal college, Oglala Lakota College. The results provide some clues to understanding the relationship between cultural orientation and measured intelligence. Findings show that the traditional group scored higher on the Verbal Intelligence Quotient (IQ) and the assimilated group scored higher on the Performance IQ. This is possibly due to the fact the UND group scored higher on the Verbal IQ and also identified themselves as more traditional than the Oglala College group, who scored lower on the Verbal IQ. One limitation of the study is that the subjects were in college; therefore the results may not generalize to real-world settings. (Contains 2 appendix, 8 tables, and 27 references.) (JDM)

ED 453 464   CG 030 941

Barratt, Will
Managing Information Technology in Student Affairs: A Report on Policies, Practices, Staffing, and Technology.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Seattle, WA, March 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; *Information Technology; Pilot Projects; *Student Personnel Services; Student Personnel Workers; Surveys
IDENTIFIERS- *Integrated Network Systems

This pilot study looks into how information technology practices are being conducted in student affairs. It compares common practices against which exemplary programs and best practices can be measured. After gathering information from five universities, a model was created that encompassed policy, staffing, technology, and practice as the best ways to describe the current practices of information technology. Many similarities and differences were found among the campuses in the use of information technology, but most campuses do not make full advantage of it. Integrated Student Affairs technology plans are just beginning to be developed on campuses. Student Affairs professionals are not yet engaged in campus wide information technology planning and decision making. Campuses need a plan for practice, staffing, and technology to meet the need and to address emerging issues for tomorrow. (JDM)

ED 453 465   CG 030 942

Handle with Care: Serving the Mental Health Needs of Young Offenders. Enclosed: Coalition for Juvenile Justice 2000 Annual Report. The Sixteenth Annual Report to the President, the Congress, and the Administrator of the Office of Juvenile Justice and Delinquency Prevention.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

counselors ways to assist teachers in developing a quality program of developmental reading. (Contains 11 references.) (JDM)

ED 453 485 CG 030 968

Sugimura, Kazumi
Changes in the Levels of Relatedness in Identity Exploration among Japanese Female Late Adolescents.
PUB DATE- 00
NOTE- 13p.; Paper presented at the International Congress of Psychology (27th, Stockholm Sweden, July 23-28, 2000). Partially supported by the Ministry of Education, Science, Sports, and Culture. Grant-in-Aid for Encouragement of Young Scientists.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *College Juniors; *College Seniors; Dating (Social); Employment; *Females; Foreign Countries; Higher Education; *Identification (Psychology); *Late Adolescents; Peer Relationship; *Personality Development; Self Concept
IDENTIFIERS- Japan

This study examines the changes of relatedness levels in identity exploration among female adolescents along with the factors associated with the changes. The expanded Ego Identity Interview, which covers the domains of occupation, friendships, dating, and sex roles, was administered to university students (N=31) during their first semester as juniors and seniors and then again later in their senior year. Significant changes were noted from the lower to the higher levels in relatedness for three domains of occupation, friendships, and dating. The results suggest that the levels of relatedness develop during university years, and that the period between the first semester as juniors to the senior year is especially important to the changes from the lower to the higher levels in relatedness. The results for the factors associated with changes suggest that events in the proximal contexts for university students in Japan primarily influence their identity exploration from a relational viewpoint. As expected, job-seeking activity was the most crucial factor of the level change. It concludes that for university students in Japan, job-seeking activities contribute to personality development as well as getting a job in adolescence. (JDM)

ED 453 486 CG 030 969

Maluccio, Anthony N., Ed.; Krieger, Robin, Ed.; Pine, Barbara A., Ed.
Preparing Adolescents for Life after Foster Care: The Central Role of Foster Parents.
PUB DATE- 90
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Blacks; Caregiver Child Relationship; Child Rearing; *Foster Care; *Foster Children; *Independent Living; *Maturity (Individuals); Parent Child Relationship; *Social Support Groups

learning in Reading Recovery is supported by the theoretical works of Vygotsky (1978) and Luria (1979, 1982). (NKA)

ED 453 508 CS 014 304

Slinger, Cheri
Life Stories: An Easy Way To Promote Journal Writing. Classroom Connections.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Autobiographies; *Beginning Writing; *Childrens Writing; Classroom Techniques; Emergent Literacy; *Journal Writing; Primary Education; *Student Journals; Student Motivation; *Writing Processes
IDENTIFIERS- *Reading Recovery Projects

Journal writing provides daily opportunities for students to express themselves, practice using the features of print they controlled, and extend their knowledge of print. By publishing the journals, two additional benefits are gained: the creation of more readable text for emergent readers; and the motivation to write more. "Life Stories" is an umbrella term for independent writing that includes any event or feelings pertaining to a student's life. At first Life Stories are composed of disjointed thoughts relating to a variety of topics. Eventually the text evolves into real stories with connected events. Writing Life Stories in journals proved to be a natural way to promote independent writing in one teacher's first grade classroom. This article describes the step-by-step process of young writers writing Life Stories in journals. The article discusses the following steps: getting students ready to write; the writing process itself; after the writing; after proofreading; ready to publish; bringing "Life Stories" to life; and sharing with an audience. (NKA)

ED 453 509 CS 014 305

Pinnell, Gay Su
Effective Literacy Programs. Classroom Connections.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Instructional Materials; *Language Arts; *Literacy; Primary Education; *Program Effectiveness; *Reading Instruction; Reading Material Selection; Teacher Role; Text Structure
IDENTIFIERS- *Guided Reading Procedure; Trade Books

Effective literacy programs involve a wide range of reading and writing activities, all of which are necessary and which support learning in different ways. An essential part of the language arts curriculum involves direct instruction in reading. Many teachers are beginning to teach reading in small groups, a process called "guided reading." Successful implementation for guided reading depends on selecting appropriate texts every day. Having a leveled book collection does not take the place of text selection, but it does make it easier. A leveled collection may be constructed simply by gathering a large collection of books and working with colleagues to discuss the characteristics of the texts. By using their experiences in teaching children, teachers will to establish curriculum-based oral reading fluency benchmarks has been done in the states of Oregon and Alaska. The primary purpose of this study is to analyze data collected in a suburban school district in northeastern Illinois to evaluate the linkage between established CBM reading fluency benchmarks and state and local district standardized reading achievement in grades three through five. A secondary purpose of this study is to examine the predictive validity of CBM oral reading fluency relative to state and local reading assessments. Results of predictive validity studies demonstrate strong predictive validity for CBM Oral Reading Fluency measures relative to student performance on state and local standardized achievement tests. Analysis of the linkage between established oral reading fluency benchmarks and state and local assessment in Illinois demonstrates high utility for oral reading fluency benchmarks established in other states. Finally, this study suggests oral fluency benchmarks for fourth grade reading fluency that are linked to fifth grade high stakes achievement test performance. Contains 14 references, and 3 tables and 4 figures of data. (Author/RS)

ED 453 528 CS 014 405

Gerdes, Dana Michelle
Effective Grouping Strategies for Teaching Reading in the Primary Grades.
PUB DATE- 01
NOTE- 51p.; Master of Arts Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Early Intervention; *Grouping (Instructional Purposes); *Instructional Effectiveness; Primary Education; Reading Achievement; *Reading Instruction; Teaching Methods

A national literacy goal is that every child will read by third grade. Teachers must learn appropriate strategies to teach reading so that this goal can be realized; however, for some this goal may be overwhelming. The challenge comes into the reading class when looking at the unique differences and reading levels of the students. Teaching reading in a whole group setting may not always be effective or appropriate given individual differences. The purpose of this thesis is to identify, define, and explore effective grouping strategies for teaching reading in the primary classroom. The goal of reading by third grade can be attained if teachers can meet the unique needs of students by using the best grouping strategies and tools available, utilizing early intervention, and encouraging differentiated learning at all levels. (Contains 34 references.) (Author/RS)

ED 453 529 CS 014 406

Williams, Robert H., Jr.; Graham, R. Terry
Strategic Genericisms: Prompting Comprehension, Vocabulary, and Assessment.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Writing across the Curriculum (WAC) programs can improve writing instruction and student writing overall by training teaching assistants (TAs) from all disciplines to better teach and assess writing skills. According to a 1998 Brigham Young study, 1,505 TAs were used by professors from all disciplines to help with teaching duties ranging from full responsibility for a class to tutoring to grading papers and exams, but only 17% of those TAs whose primary responsibility was grading received any formal training at all. Training for TAs can take many forms--they can be trained through handbooks, Websites, tutor training programs, inservice training, or workshop presentations. Probably the best way to help TAs with the "paper load" (their main concern) is to teach them the value of teaching the writing process. Better papers are easier to evaluate, and students will write better papers if they are taught the skills and strategies they need to produce that paper from the beginning of the writing process. Another important skill to teach TAs is to identify their grading criteria. How to write marginal and end comments on papers is also a skill TAs need to learn. WAC program coordinators would do well to survey the TAs they work with to determine their concerns and needs before preparing materials. One concern is training the TAs in isolation from the professors they work with. Trained TAs can help faculty standardize their grading criteria, sequence their assignments to provide for intervention at early stages in writing, and explain disciplinary writing expectations more clearly. Appended is information about the workshops for teaching assistants. (NKA)

ED 453 549 CS 217 559

Gale, Charlotte
Going It Alone: Supporting Writing across the Curriculum (WAC) When There Is No WAC Program.
PUB DATE- 01
NOTE- 13p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; Higher Education; Institutional Characteristics; *Professional Education; Student Needs; *Writing Across the Curriculum; *Writing Assignments; *Writing Laboratories
IDENTIFIERS- *Faculty Attitudes; Writing Contexts; Writing Thinking Relationship

This paper explains why a comprehensive Writing across the Curriculum (WAC) program at the author/educator's university, the University of the Sciences in Philadelphia (USP), would encounter strong opposition. The paper first points out that the author, as the director of the University's Writing Center, has tried for 7 years to make a WAC program happen, since she sees a clear need for one. It then cites the following reasons why a WAC program has not been put in place: USP is and has always been a professional school and writing is seen as peripheral; nearly 70% of the students are pharmacy majors--although skills are changing to involve more writing, most of the students do not realize this; and the professional faculty and administrators cannot be persuaded that writing helps students to think. According to the paper, the best way for the needs students. (Contains 15 tables that present research data.) (RJM)

ED 453 570 EA 030 985

Damask, James A.
Missing the Bus: An Analysis of "Taking Them for a Ride: An Assessment of the Privatization of School Transportation in Ohio's Public School Districts."
PUB DATE- 00
NOTE- 14p.; Paper prepared for the American Federation of State, County and Municipal Employees International Convention (35th, Las Vegas, NV, June 24-28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bus Transportation; Comparative Analysis; *Cost Effectiveness; *Cost Estimates; *Criticism; Elementary Secondary Education; *Privatization; *Student Transportation
IDENTIFIERS- *Ohio

This report critiques a study that condemned the privatization of school transportation in Ohio. The original study, authored by Mark Cassell, concluded that student transportation offered by a private company is more expensive than similar transportation that is provided in-house. The present report claims that the Cassell study ignored some direct costs and all indirect costs, including facility/equipment costs, and allocated indirect costs, such as legal expenses, insurance, and real-estate costs. It states that Cassell erred when he compared the marginal costs of providing in-house transportation (the cost of labor and materials to produce an additional unit of a product) with the average cost formula that is used by for-profit companies (costs are allocated over the total costs of the units produced). Since government enterprises frequently cross-subsidize operations and therefore understate capital requirements, any comparison of a school district's marginal costs with a transportation company's fully allocated costs will likely underestimate the district's costs. Furthermore, districts can ensure that no one company creates a monopoly of transportation services by securing the services of 2 or more organizations and by rebidding contracts every 5 years. (Contains 16 references.) (RJM)

ED 453 571 EA 030 986

McMeekin, R. W.; Latorre, Marcela; Celedon, Francisca
Institutions within School Organizations: Looking inside the Black Box.
PUB DATE- 01
NOTE- 31p.; Support for this paper was provided by the Spencer Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Policy; Educational Principles; Elementary Secondary Education; Excellence in Education; Foreign Countries; Organizational Effectiveness; *School Culture; *School Effectiveness; *School Policy; Success
IDENTIFIERS- Chile (Santiago)

This paper uses concepts from New Institutional Economics and subdisciplines within economics to describe factors related to schools' success. It draws on an exploratory study of a small

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Disclosure; *Educational Assessment; *Educational Change; Educational Strategies; Elementary Secondary Education; Incentives; *Motivation; Professional Development; Sanctions; *Standards

Educational standards and accountability are at the center of an ongoing national debate on school reform that began almost 20 years ago. This debate has raised fundamental questions about school effectiveness and the strategies educators should use to boost student learning. This book provides a closer look at these questions and seeks to answer them using what is known about human motivation. Chapter 1 creates a context for accountability by categorizing it into five variants that are analyzed: political, legal, bureaucratic, professional, and market accountability. Educational standards, assessment, result reporting, consequences, and teacher development are also discussed critically. Discussion on management of accountability is broken down into four subtopics: from whom, to whom, how, and for how long? Chapter 2 explores psychological assumptions behind the new accountability systems using motivational theory as the theoretical basis. Chapter 3 describes how publicly communicated state and local standards can create a clearly understood set of expectations for learning. Chapter 4 discusses the appropriate use of assessment in the accountability system. Chapter 5 discusses the role of incentives and consequences in motivating teachers, students, and parents. Chapter 6 provides recommendations for developing a system of reporting results to the public. Chapter 7 explains how professional development can support and enhance the accountability process. (Contains 14 pages of references.) (RT)

ED 453 590 EA 031 035

Nathanson, Jeanne H.
The Condition of Education 2000 in Brief.
PUB DATE- 01
NOTE- 39p.; For the 2000 full report, see ED 437 742.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Practices; Educational Trends; Elementary Secondary Education; National Surveys; Program Evaluation; *School Statistics
IDENTIFIERS- *Condition of Education (NCES); Educational Indicators

This report is an indicator summary, synopsizing the state of education, monitoring important developments, and showing trends in major aspects of education. It contains a sampling of charts of the 67 indicators in "The Condition of Education 2000." Graphs depict past and projected trends in elementary, secondary, and postsecondary school enrollment; racial-ethnic distribution of public school students; language spoken at home by Hispanic students; high performance in mathematics and science; trends in the achievement gap in reading between white and black students; international comparisons of student performance in mathematics; annual earning of young adults; educational plans; first-time kindergartners' approaches to learning; remediation and degree completion; who is prepared for college; enrollment of students with risk factors; sex

PUB DATE- 01
NOTE- 165p.; A joint publication of the Council for Exceptional Children (CEC) and Corwin Press, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accountability; *Alternative Assessment; Data Collection; Decision Making; *Disabilities; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Individualized Education Programs; Performance Based Assessment; Portfolio Assessment; *Severe Disabilities; *Student Evaluation; Student Participation; *Test Construction; Testing

Designed for general and special education administrators, teachers, and other education professionals, this book offers a "big picture" of high expectations, assessment, and accountability for students with significant disabilities. Chapters focus on the following eight steps involved in the development and administration of alternate assessments: (1) placing alternate assessments in the context of assessment and accountability systems; (2) considering how all students in the school can work toward the same standards, how their progress can be measured, and how expectations can be increased for each student; (3) defining the roles of each partner and building support for success; (4) deciding how a student will participate in assessment and accountability systems in general assessments with no accommodations, in general assessments with accommodations, or in alternate assessments; (5) building alternate assessments into the collaborative work of the Individualized Education Program teams; (6) using a variety of strategies to administer alternate assessments and compiling assessment data; (7) ensuring data from alternate assessments are used to improve education systems for all students; and (8) figuring out who wins when alternate assessments are in place. Lists of legal and educational resources are provided. (Contains 25 references.) (CR)

ED 453 610 EC 308 418

Siegel, Lawrence M.
The Complete IEP Guide: How To Advocate for Your Special Ed Child. 2nd Edition.
PUB DATE- 01
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Individualized Education Programs; Legal Responsibility; *Parent Participation; Parent Rights; *Parent Teacher Conferences; Special Education; Student Evaluation; Student Records; *Student Rights
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This book is intended to help parents of students with disabilities effectively proceed on their own through the Individualized Education Program (IEP) process. Chapters cover

*Family Programs; Federal Legislation; Financial Support; Parent Empowerment; *Parent Participation; Preschool Education; Public Policy
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" highlights some of the major concerns raised by parents during the second national meeting of parent members of state Interagency Coordinating Councils (ICCs) for early intervention, which was held in conjunction with the Partnerships for Progress Conference IV in Crystal City, Arlington, VA, in July 1990. The most pressing concerns parents raised were in the areas of family support, funding for PL 99-457, networking, legislative issues, and parent/professional collaboration. Each of these concerns is described and the recommendations that were generated during the conference are then presented. Parents' reaffirmation of family-centered community-based programs was a central, recurrent theme throughout the conference. Parents presented their vision of being equal partners with the other planners of PL 99-457 and of receiving support for themselves and their families where they live, where they work, and where they play. (SG)

ED 453 630 EC 308 554

Recommendations on the Reauthorization of Part H of the Individuals with Disabilities Education Act. Consortium for Citizens with Disabilities Education Task Force. Excerpts.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Appropriate Technology; *Coordination; *Disabilities; *Early Intervention; Educational Legislation; Family Programs; *Federal Legislation; Financial Support; Integrated Services; Parent Empowerment; Parent Participation; Preschool Education; Public Policy
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Reauthorization Legislation

This issue of the "Early Childhood Bulletin" consists of excerpts from recommendations prepared by the Education Task Force of the Consortium for Citizens with Disabilities (CCD), which were presented to the Senate and the House of Representatives as part of the reauthorization of Part H of the Individuals with Disabilities Act (IDEA). The CCD is a working coalition comprised of more than 65 national consumer, advocacy, provider, and professional organizations that advocate on behalf of more than 43 million Americans with disabilities. Items that are of particular relevance to families of children with disabilities and to parents serving on Interagency Coordinating Councils (ICCs) include: (1) procedural safeguards; (2) use of assistive technology; (3) case management issues; (4) minority and cultural issues; (5) the family as locus of control of services; (6) parent training and support; (7) ICC composition; and (8) schedule of sliding fees. (SG)

ED 453 631 EC 308 555

Davila, Robert
America 2000 and Part H.

Series, see FL 026 686-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; *German; Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; Official Languages; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; *France (Alsace); Germany

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--Alsace, a part of France along the German border. Details about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is the German, called Elsaesser-Ditsch by Alsatians, spoken in Alsace region of France. The language has two distinct dialects: Fraenkisch and Alemanish. Alemanisch is the focus of this inquiry. The language does not have official status in the France, though it has had a special status in education since 1985. (Contains 39 references.) (KFT)

ED 453 658 FL 026 718

Roberts, Celia; Byram, Michael; Barro, Ana; Jordan, Shirley; Street, Brian
Language Learners as Ethnographers. Modern Languages in Practice 16.
PUB DATE- 01
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Cultural Awareness; *Ethnography; High School Students; High Schools; Higher Education; Intercultural Communication; Linguistics; Multicultural Education; Participant Observation; Qualitative Research; Second Language Instruction; *Second Language Learning; Teacher Researchers; *Teaching Methods

This book describes a new approach to teaching and learning cultural studies. Borrowing the idea of ethnography from anthropologists, it argues that language students can be taught methods for investigating the cultural and social patterns of interaction and the values and beliefs that account for them. Doing an ethnographic study while living abroad immerses students in the life of particular groups, providing an of Sweden. Part 2 deals with immigrant languages in Sweden, Germany, the Netherlands, Britain, France, and Spain. The status of Romany throughout Europe is also considered. Part 3 offers a comparative outlook from outside Europe and focuses on English in contact with other languages in the United States, Canada, Australia, South Africa, and India. Given the significant numbers of inhabitants of Europe are from Turkey and Morocco, the final two chapters deal with the status of the dominant and the dominated languages in these countries. References are found at the end of each chapter. (KFT)

ED 453 679   FL 026 741

Early Literacy and the ESL Learner: Participants' Manual. For Early Childhood Educators Working with Children from Language Backgrounds Other Than English.
PUB DATE- 98
NOTE- 449p.; Project funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; *Early Childhood Education; *Emergent Literacy; *English (Second Language); *Faculty Development; Foreign Countries; Inservice Teacher Education; Learning Modules; *Literacy Education; Second Language Instruction; Second Language Learning; Worksheets
IDENTIFIERS- Australia

This volume is a professional development resource for early childhood educators, especially designed for those working with children from language backgrounds other than English. This resource is designed to fill a gap in English-as-a-Second-Language (ESL) education that has neglected the professional development needs of teachers of preschool and young elementary school learners. These materials are aimed specifically at supporting the development of early literacy skills in children aged 3-7 years. It emphasizes maintaining and developing the children's home languages for learning English and for maintaining personal and cultural identity, as well as the collaborative partnerships with parents and other professionals in early childhood settings. This manual is divided into eight modules: ESL learners in early childhood settings; developing an additional language in a supportive learning environment; talking and learning in a second language; reading and writing in a second language; reading and writing in a second language; a culturally inclusive approach to early childhood education; and planning more effective partnerships. Worksheets, case studies, activities, and learning journals are found in each module. (KFT)

ED 453 680   FL 026 742

Valdivia, Rebeca
Bilingual Preschool Education in the United States and Panama: A Comparative Analysis.
PUB DATE- 00
NOTE- 45p.; Early Research Project, University of Illinois, Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Case Studies; Comparative

the proposed program. The purpose of the external review is to consider the program in light of the four goals of the Oregon Board of Higher Education: quality, access, employability, and cost-effectiveness. Criteria include: (1) the needs of Oregon and the state's capacity to respond to social, economic, and environmental challenges and opportunities; (2) student demand that may not be met by existing programs; (3) questions of program duplication; (4) necessary resources; (5) the congruity of the program with the campus mission and its strategic direction; and (6) maximized student access, productivity, and academic quality by collaboration when possible. External reviews must include a site visit by an external review panel, and the requirements of the panel are outlined, including requirements for reporting on the external review. (SLD)

ED 453 702   HE 034 022

Levesque, PJ
Promoting Communication: Teaching Tolerance of Homosexual Persons While Addressing Religious Fears.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Higher Education (Anaheim, CA, March 31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Homosexuality; *Religious Factors; *Teaching Methods
IDENTIFIERS- Religious Right; *Tolerance

This paper addresses how to teach tolerance of homosexual persons in a manner that is not threatening to those with religious scruples about homosexuals. It contains an example of a presentation for college students that is designed to teach them to respect their peers and future coworkers regardless of their sexual orientation. The presentation makes the essential point that there is no single Christian position on the moral issue of homosexuality. While some Christians believe that homosexuals threaten the fabric of society, others see homosexuals as but one thread in the tapestry that represents the diversity of the world. The presentation describes the concrete ways Christians approach homosexuality and links the approach taken with the approaches various Christian churches take toward the Bible. Students are reminded that equal rights for homosexuals, whether one holds homosexuality incompatible with "Christian" beliefs or not, do not threaten anyone's religious beliefs. (Contains 19 references.) (SLD)

ED 453 703   HE 034 023

Takalkar, Pradnya; Micceri, Theodore; Elson, James
Tomorrow's Professors: Helping University Teaching Assistants Develop Quality Instructional Skills.
PUB DATE- 93
NOTE- 12p.; Paper presented at the combined Annual Meeting of the Southern Association for Institutional Research and the Society for College and University Planning (Memphis, TN, October 30-November 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Higher Education; Instructional

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Higher Education; *Participation; *Satisfaction; *Seminars; *Student Attitudes

The focus of this paper is on the relative contribution of participating in a first-year seminar to student satisfaction and the retention of students in the second year at a Research I, urban, and public university. The study compared the measured satisfaction levels of students enrolled in a first-year seminar with students who were not enrolled in such seminars. The relationship between participation in a first-year seminar and retention was investigated by using a logistic regression model to determine if seminar participation increased the probability of gender, ethnicity, and academic potential as measured by high school rank. Overall, the first-year to second-year retention rate for all new freshmen at the study institution was 83.1% for students who began in fall 1998. The study used survey data from a random sample of undergraduates (n=1,6000) surveyed in the spring of 1999 as well as survey data from first-year students who had enrolled in a first-year seminar sometime during the 1998-1999 academic year. Results of t-tests between the two groups of students indicate statistically significant differences at p 0.05 for 15 of the 92 items on the Student Experiences Survey. For all but one of the items, the more positive responses came from students enrolled in a first-year seminar. Results of the logistic regression analysis indicate that only high school rank was a significant contributor to the logistic regression equation predicting retention into the second year. The model correctly classified 82.2% of the cases in the sample. The log odds ratios, which indicate the strength of the effect of variables in the mode, for the variables in the model were 2.158 and 1.565 respectively, for the two upper quartile high school rank categories. (Contains 5 tables and 13 references.) (Author/SLD)

ED 453 725 HE 034 048

Cao, Wei
How Male and Female Doctoral Students Experience Their Doctoral Programs Similarly and Differently.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Doctoral Dissertations; *Doctoral Programs; Educational Experience; *Females; Graduate Study; Higher Education; Interviews; *Males; *Sex Differences; *Student Attitudes

The life and educational experiences of nine male students during their doctoral programs were studied using the narrative tradition of qualitative research with multiple interviews with each participant. Their responses were then compared with those from a similar dissertation study that focused on the experiences of female graduate students from similar universities (A. Ford on, 1996). The comparative study indicates that gender is a contextual factor in the lives of doctoral students. The academic, psychological and financial stressors are similar for both males and females, but their

Regions; Higher Education; *Satisfaction; *Student Attitudes; Student Surveys
IDENTIFIERS- Florida; *Nova Southeastern University FL

This study uses data originally gained by a fall 1999 survey process at Nova Southeastern University (NSU), Florida, to provide information about student satisfaction. In this report, survey results are broken out by the Florida geographic area at which the university offers instruction at Student Service Centers: Miami-Dade County, Palm Beach County, Orlando, Tampa, Jacksonville, and "other cluster or site." No data were available for students at the university's Student Service Center in Las Vegas, Nevada. Responses were received from 2,637 students. They were asked why they had decided to attend NSU, and the three leading responses were "convenience" (52%)' programs available (52%), and location (47%). The survey was also designed to offer a sense of student library use. Only in Jacksonville did the frequency of weekly usage of the University's library infrastructure exceed 40%. The collapsed and breakout statistics in this report provide evidence that students generally have positive opinions about NSU and its many services. Program directors and administrative personnel at the individual sites will want to give specific attention to possible variations between sites. (Contains 95 tables and 13 references.) (SLD)

ED 453 746 HE 034 071

Fredda, Jeffrey V.
An Examination of First-Time in College Freshmen Attrition within the First Year of Attendance.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Dropouts; Higher Education; *School Holding Power; *Student Attrition; Tables (Data)
IDENTIFIERS- *Nova Southeastern University FL

This report updates research on first-time in college freshmen (cohort) attrition at Nova Southeastern University. The purpose was to determine the extent of attrition among these students and to see if there was a profile of students more likely to leave. After one semester, 13% (36 of 280 first time in college students) in fall 1999 dropped out. One third of the entering cohort dropped out (93 cumulative dropouts) after the first academic year. This 1-year attrition rate is comparable to the mean first year attrition rate at Nova Southeastern University from 1991 through 1995. These retention rates are consistent with other private institutions with similar selection criteria (Scholastic Assessment Test score above 990 or ACT Assessment above 21). A followup of the dropouts will be conducted within 2 years to determine re-enrollment rates. The most substantial finding was that students with lower grade point averages in either high school or college and those enrolled part-time dropped out at the greatest rates. There was not a substantial difference in the proportion of males and females that dropped out. Nor was college major change status related to attrition. White and minority students dropped out at similar rates. The failure to retain these students has a substantial impact on Nova Southeastern University's income. The University should make the retention of students an increasing priority. An appendix contains detailed tables of data about segments of the leaders to consider the perspectives of external voices while resisting purely political or ideological agendas. Long-standing and recent external challenges to the traditions of citizen governing boards of colleges and universities make it necessary to distinguish between broad, often healthy, social trends that inevitably influence higher education and the more localized external pressures that can irreparably damage the institution of citizen self-government. In appropriate external influences on a governing board have great potential to skew an institution's priorities and compromise its capacity to serve the public interest. This statement outlines some principles for maintaining accountability, independence, and the public trust. These are: (1) recommit to the primacy of the board over individual members; (2) keep the mission as a beacon; (3) respect the board as both a buffer and a bridge; (4) exhibit exemplary public behavior; and (5) keep academic freedom central. (SLD)

ED 453 768 HE 034 094

Performance Plan: Progress Report 4th Quarter Fiscal Year 2000.
Student Financial Assistance.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Higher Education; Paying for College; *Planning; *Public Agencies; *Student Financial Aid
IDENTIFIERS- *Department of Education

This is the final report on the fiscal year of Student Financial Assistance (SFA). It reports on progress toward three objectives: (1) customer satisfaction; (2) reducing the overall cost of delivering student aid; and (3) employee satisfaction. Of the planned projects, SFA completed all but three. One was postponed, one was dropped as not cost effective, and the other, the goal of a clean financial audit, was not accomplished. Based strictly on the number of projects completed, SFA had a 95% success rate. There were some huge accomplishments, namely the reduction of the default rate down to 6.9% and the increase of collections to $4.5 billion, an all-time high. These accomplishments were accompanied by improvements in financial management and a blemish-free loan consolidation season. SFA also created new products, including an improved form for applying for financial aid. SFA has a customer satisfaction rating of 72.9 in the American Customer Satisfaction Index. SFA also estimates that it saved $28 million in the fiscal year. Several initiatives have targeted employee satisfaction. (SLD)

ED 453 769 HE 034 097

Damminger, Joanne K.
Student Satisfaction with Quality of Academic Advising Offered by Integrated Department of Academic Advising and Career Life Planning.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Demography; *Individual Characteristics; *Internet; Questionnaires; Selection; Surveys; Tables (Data); Telecommunications; Use Studies; *Users (Information)
IDENTIFIERS- Broadband Cable Teleservices; Computer Users; Internet Service Providers

This study examined the demographic characteristics of Internet users compared with those of the general U.S. population, the characteristics of areas where broadband Internet transport is available and of consumers who selected a broadband transport provider, and the factors influencing consumers' choice of an ISP (Internet service provider) and how consumers rate the importance of content and applications offered by their ISP or over the Internet. Two groups of current Internet users, age 18 and over, were sampled--a group intended to be representative of the U.S. Internet-user population and a group living in geographic areas that were believed to have at least one broadband option available. Results indicated that: (1) significant demographic differences exist between Internet users and the general U.S. population; (2) broadband transport via DSL and cable modem was most prevalent in large metropolitan areas and wealthy areas; and (3) Internet users most often consider price and content when selecting an ISP and rank e-mail and World Wide Web surfing as the most important Internet applications. Copies of the survey with results for each of the groups sampled are appended. (MES)

ED 453 790 IR 020 633

CNN Newsroom Classroom Guides, March 2001.
PUB DATE- 01
NOTE- 133p.; Produced by Turner Learning, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Seattle earthquake and U.S. economy working class communities fear a recession (March 1-2); foot-and-mouth disease, Napster, the Taliban, and the House passes President Bush's tax cut plan (March 5-9); Uganda elections, the Taliban, foot-and-mouth disease, and the U.S. economy (March 12-16); U.S.-Japan relations, campaign finance reform, interest rates drop, global weather patterns, and Mir falls to Earth (March 19-23); the Macedonia conflict, life skills, the energy crisis, the human cloning debate, and foot-and-mouth disease (March 26-30). (MES)

ED 453 791 IR 020 637

employer's expectations, developing good workplace habits and ethics, utilizing available resources, managing time, communication skills, math skills, problem solving skills and the need for continued learning in the workplace. A series of Web-deployable, reality-based, multimedia simulations for training in the competencies identified for the project were created. Administrative tools were also developed to allow employers to create customized lessons specific to their needs. Once created, these lessons were delivered in an interactive multimedia learning environment that was integrated with other learning resources and activities, including individual workbooks, group projects, peer-support activities, and specialized one-on-one instruction. Results from these varied learning activities feed into a comprehensive assessment system that tracks each learner's progress through the course, advancing the learner to the appropriate level in the curriculum and alerting the instructor when additional support might be needed. This paper discusses how the narrative was developed and tested with significant input from target learners. The innovative blend of computer-based instruction with more traditional teaching and learning activities is examined, along with results from the initial field testing of the training program. Appendices include a list of the competencies identified for the EnterTech curriculum, curriculum outline, and an illustrated example of computer-based learning tasks. (AEF)

ED 453 808 IR 020 681

Verkaik, Nan; Gathercoal, Paul
Lessons in Media Literacy and Students' Comprehension of Television and Text Advertisements.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *At Risk Persons; Educational Development; *High Risk Students; High School Students; High Schools; Information Literacy; *Mass Media; *Television Commercials
IDENTIFIERS- *Media Literacy

A Media Studies program enhances the goals of formal schooling by providing every student with knowledge and skills to wisely select, access and use the communications and information tools they will need to be responsible citizens in a free society. All students deserve a good media education. This paper provides a model to address this need through the successful implementation of a Media Studies program with students who are identified as "at-risk" and who need a special education. This study employed a non-equivalent control group design, identifying one treatment group, and one control group within the same high school. Students enrolled in a "Reconnecting Youth" special program and were taught 15 formal lessons in media literacy. The control group was composed of six males, and the treatment group was composed of five males and one female. The six students in the treatment group were all selected for the "Reconnecting Youth" special class because they wished to make changes in their drug and alcohol use, school attendance, or mood management. The control group students, considered to be mainstream students, were randomly computer conferencing; uses of the World Wide Web, particularly in conjunction with broadcast television; and the use of technology in the logistics of the learning system. (MES)

ED 453 827 IR 020 711

Polonoli, Keith E.
What Makes Educational Software Educational?
PUB DATE- 00
NOTE- 15p.; In: Virginia Society of Technology in Education Journal, Volume 15, Number 1, Fall 2000, pp. 6-31.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software Evaluation; *Computer Software Selection; Computer Uses in Education; *Courseware; Elementary Secondary Education; Evaluation Criteria; Learning Theories; Teacher Role

This article is a primer for educators hoping to choose instructional software for their classrooms. The following four basic principles that all quality educational software has in common are discussed: (1) an adherence to learning theory, including behavioral and cognitive theory; (2) employment of gaming features; (3) culturally sensitive content; and (4) the elicitation of an emotional response from the learner. In addition, a brief discussion of the instructor's responsibility in using software is presented. (Contains 12 references.) (Author/MES)

ED 453 828 IR 020 734

CNN Newsroom Classroom Guides, May 2001.
PUB DATE- 01
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: President Bush will announce his plans for a missile defense system, President Bush vows to go forward with a national missile defense system, the science of genetics holds limitless possibilities and ethical concerns for the future of humanity (special series), and British Prime Minister Tony Blair announces that the government has foot-and-mouth disease under control (May 1-4); Dennis Tito returns from space, a nursing shortage is sweeping the United States, Vice President Cheney outlines Bush's long-term energy plan, the latest in anti-terrorism products are on display in Virginia, and the U.S. Senate passes a non-binding budget resolution (May 7-11); the FBI blames an outdated computer system for its failure to disclose documents in Timothy McVeigh's prosecution, Timothy McVeigh's death sentence has been delayed for a month pending review of missing FBI documents, President Bush is set to unveil his energy plan, the small nation of Kyrgyzstan anticipates rebel attacks, and a provides a resource guide for the teacher, with a teaching goals inventory, the outcome goals of general education, and classroom assessment techniques. (JA)

ED 453 848 JC 010 399

The Assessment Supplement: A Faculty-Designed Addition to NCC's Manual, "Concepts & Procedures for Academic Assessment." First Edition.
PUB DATE- 00
NOTE- 36p.; For "Concepts & Procedures for Academic Assessment," see JC 010 398. Published by the Nassau Community College Assessment Committee of the Academic Senate.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Educational Assessment; *Evaluation Methods; *Student Evaluation; Teacher Attitudes; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

This document is the first in a series of annual, faculty-designed supplements to Nassau Community College's (NCC's) (New York) manual, "Concepts & Procedures for Academic Assessment." The supplements are intended to provide faculty a forum through which they can communicate assessment designs and the impacts of those designs on student learning in their classrooms. Each article is written by a faculty member who is participating in the classroom assessment process, and who is committed to using that process to optimize the quality of the education achieved in his or her classroom. This supplement includes eight articles, each addressing different assessment methods: (1) "A New Faculty Member's Account of the NCC Assessment Process" (Michael Perna); (2) "Guidelines for Planning and Implementing Course-Based Assessment" (Gregory J. Lehenbauer); (3) "Traditional and Nontraditional Tools to Measure Student Learning" (Kumkum Prabhakar); (4) "Using a Knowledge Pre-test/Post-test to Assess Teaching Goals" (Lyle Hallowell); (5) "The Multi-section Course Challenge: Assessing COM 103" (Esther Bogin); (6) "The Assessment Process and Student Ownership Of Their Learning (Nontraditional Ways to Assess Learning)" (Esther Bogin); (7) "A Rationale for Eliciting Student Feedback" (Patricia Caro); and (8) "COM 101: A Student-Based Assessment Model" (Errol Hibbert). Appended is a four-page pullout that summarizes the goal-based assessment process. (JA)

ED 453 849 JC 010 400

Nassau Community College Institutional Report Card, 2000.
PUB DATE- 00
NOTE- 63p.; Prepared by Nassau Community College, Office of Institutional Research/Academic Affairs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Assessment; *Enrollment; *Institutional Characteristics; *Institutional Evaluation; Organizational Objectives; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

This document is an internal review of Nassau Community College

Mobility; Employment Patterns; Employment Practices; Equal Opportunities (Jobs); *Job Skills; Labor Needs; Labor Supply; *Salary Wage Differentials; Skilled Occupations; *Technological Advancement; Technological Literacy
IDENTIFIERS- *Income Distribution

Many economists and policymakers believe that the growth in inequality in the last 2 decades reflects mostly an imbalance between the demand for and the supply of employee skills driven by technological change, particularly the spread of computers. However, the empirical basis for this belief is not strong. The growth in inequality was concentrated in the recession years of the early 1980s and any imbalance between the supply of and demand for workers with technological skills likely did not occur until later. The growth of the supply of more-educated workers decelerated during the 1980s, any impact of which would not have been felt until the late 1980s and 1990s. However inequality actually stabilized then. On the demand side, trends in occupational composition do not suggest that upgrading was particularly rapid in the 1980s and 1990s compared to the 1970s. Computers do not seem to have greatly affected employment in a number of narrow occupations that are likely to be sensitive to technological change (e.g., computer programmers, bank tellers), but computer use itself does seem to be associated with more education, even controlling for occupation. But the causal status of this relationship is uncertain and the magnitude of the association seems too small to have seriously compromised the ability of supply to meet the implied growth in demand. Other possible causes of inequality growth, including macroeconomic forces and the decline of institutional protections for workers, should be considered. (Contains 52 references, 8 tables, and 13 figures.) (CML)

ED 453 357 CE 081 559

Girls to Women: Setting the Agenda for the 21st Century. A Report by the Steering Committee of the Girls to Women Initiative.
SPONS. AGENCY- Baltimore County Board of Education, Towson, MD. Title I Office.; Maryland State Dept. of Education, Baltimore.; American Univ., Washington, DC. Mid-Atlantic Equity Center.; Maryland Univ., College Park. Maryland Statewide Equity Resource Center.
PUB DATE- 99
NOTE- 65p.; Also convened by Girl Scouts of Central Maryland and the American Association of University Women of Maryland.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Activism; Adjustment (to Environment); Adult Learning; Agency Cooperation; Career Choice; Career Education; Education Work Relationship; Educational Change; Educational Needs; Educational Research; Futures (of Society); Information Needs; Mathematics Instruction; *Maturity (Individuals); National Surveys; Needs Assessment; Physical Education; Professional Associations; Public Sector; Salary Wage Differentials; Science Instruction; Secondary Education; Sexual Abuse; Sexual Harassment; *State Action; State Surveys; *Statewide Planning; *Transitional Programs; *Womens Education
IDENTIFIERS- Girl Scouts of the USA; *Maryland

The Girls to Women Initiative was undertaken by a group of Maryland professionals and volunteers to identify and help meet the needs of Maryland's girls and young women in the 21st century. The professionals and volunteers researched and held countries is increasing, the impact of ACE is not well understood in some middle-income countries (MICs), there is a lack of leadership, and the sector is somewhat underdeveloped. ACE must be viewed as a number of interrelated policies and delivery systems reflecting the needs of different clients and components of ACE. Successful governance of ACE depends on involving key stakeholders. Major issues that need to be addressed include equity, access, and support for career progression for adults. Although individuals and/or employers often bear the financial costs of ACE, there is recognition of the need for investment of some public funds to support ACE programs in literacy and foundation education and for some categories of clients to ensure access and promote equity objectives. MICs that are developing ACE as an integral part of lifelong learning must adopt policy and delivery models addressing learning objectives through a combination of short- and long-term programs to a broad range of clients in what are often nonconventional settings. (Contains 20 tables/figures/boxes and 26 references.) (MN)

ED 453 374   CE 081 776

Guidelines for the Administration and Accreditation of the Standardized Craft Training Process. Sixth Edition.
PUB DATE- 01
NOTE- 100p.; Affiliated with the University of Florida.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Standards; *Accreditation (Institutions); Accrediting Agencies; Annual Reports; Budgeting; *Building Trades; Construction (Process); Curriculum; Educational Benefits; Educational Facilities; Educational Objectives; Enrollment; Guidelines; Information Dissemination; Institutional Evaluation; Job Training; Master Teachers; *National Curriculum; National Organizations; *National Standards; Partnerships in Education; Postsecondary Education; *Program Administration; Program Costs; Program Evaluation; Program Implementation; Quality Control; Questionnaires; Recognition (Achievement); Recordkeeping; Records (Forms); School Business Relationship; Self Evaluation (Group Site Visits; Standardization; *Standardized Curriculum; Training Sponsors
IDENTIFIERS- Site Visits; Standardization; *Standardized Curriculum; Training Sponsors

This document contains guidelines for the administration and accreditation of the standardized craft training process that was developed by the National Center for Construction Education and Research (NCCER) in partnership with various sectors of the construction and maintenance industries. The following are among the topics discussed in Chapters 1-9: (1) general history, purpose, and philosophy of the standardized training process; (2) terms and definitions; (3) sponsorship eligibility and responsibilities (craft training program eligibility for accreditation, responsibilities of sponsors and craft training units, the accredited training unit process); (4) instructor certification (master trainer and craft instructor certification, restricted certification, testing out for craft instructor certification); (5) training participants (enrollment, academic progress); (6) program operation (curriculum, facilities and services, security of tests,

PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Programs; College Faculty; *Delivery Systems; Educational Needs; Educational Opportunities; Educational Practices; Educational Trends; Enrollment Influences; Faculty Development; Financial Support; Foreign Countries; Independent Study; *Inservice Teacher Education; National Surveys; Needs Assessment; Organizational Development; Postsecondary Education; Professional Continuing Education; *Professional Development; Professional Training; Staff Development; Tables (Data); *Teacher Attitudes; Teacher Improvement; Teacher Surveys; Trend Analysis; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *United Kingdom

The professional development strategies and activities of vocational education and training staff at further education (FE) colleges in the United Kingdom were examined through a mail survey completed by 891 staff members at 108 colleges throughout the United Kingdom (representing 24% of the FE sector). Most respondents (92%) stated that their college had a policy of supporting staff to update their skills and subject expertise, although some staff commented on the lack of a strategic view. For most respondents, the pressing issue was effective implementation of those policies. Staff generally agreed that support from their college was the most important factor in their continuing professional development (CPD). Most respondents (87%) considered their experience in industry relevant to their current teaching role. Nearly all respondents (97%) kept up-to-date through reading, and 75% kept up to date through personal research. Only 27% of respondents used work placements or secondments to the workplace for CPD. Respondents from different subject areas preferred different forms and frequencies of updating. Much of respondents' updating was done outside regular work hours. Bursary schemes that reward teachers financially for work placements appeared to motivate teachers to use holiday periods for updating. (MN)

ED 453 391 CE 081 802

Building a Stronger Network: Developing the Role of National Training Organisations. The Agency Responds.
PUB DATE- 01
NOTE- 9p.; Response to consultation paper, Building a Stronger Network: Developing the Role of National Training Organisations (http://www2.dfee.gov.uk/consultations/docs/46 2.pdf).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; Cooperative Planning; *Delivery Systems; Education Work Relationship; Educational Needs; Educational Policy; Evaluation Criteria; Foreign Countries; *Industrial Training; Industry; *Job Skills; Job Training; Labor Force Development; National Organizations; Needs Assessment; Networks; Organizational Development; Partnerships in Education; Performance Factors; Position Papers; Postsecondary Education; Public Policy; School Business Relationship; *Skill Development; Strategic Planning; Success; Systems Approach; *Vocational Education
IDENTIFIERS- *United Kingdom

The Learning and Skills Development Agency agrees that national

Integrating University and Corporate Learning with Work. Symposium 2. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Educators; Adult Learning; Adult Students; College Graduates; *Corporate Education; Corporations; *Education Work Relationship; Educational Planning; Educational Practices; Employment Patterns; Entry Workers; Higher Education; *Integrated Curriculum; *Labor Force Development; Nontraditional Students; Student Attitudes; Teacher Attitudes; Transfer of Training; Trend Analysis; *Universities; Work Environment; *Work Experience
IDENTIFIERS- Multinational Corporations; Negotiation Processes; Stakeholders

This document contains three papers on integrating university and corporate learning with work. "Workplace Application of HRD Concepts as Perceived by Non-Traditional Adult Students and Their Workplace Supervisors" (Kit Brooks, Dale E. Thompson, Elizabeth S. Lizarraga) reports on a study in which nontraditional students enrolled in an accelerated undergraduate HRD degree program and their workplace supervisors were interviewed to determine the extent to which the students applied the skills and concepts they learned in their HRD program to their workplaces. "Tactical Management of Power: The Practical Work of Negotiating Stakeholder Interests in Planning Education Programs in a Corporate Context" (Christie Knittel Mabry, Arthur L. Wilson) discusses a descriptive qualitative study of how adult educators who are planning education programs in a multinational corporation context negotiate stakeholder power and interests. "Understanding the Experience of College Graduates during Their First Year of Employment" (Janet L. Polach) discusses the nine themes that were identified during a study of the experiences of eight college graduates who had just completed their first year of employment by a major midwestern manufacturer. All three papers include substantial bibliographies. (MN)

ED 453 409 CE 081 832

HRD in Asia. Symposium 3. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Corporations; *Education Work Relationship; Educational Attitudes; Educational Practices; Foreign Countries; Hermeneutics; *Human Resources; Indigenous Personnel; International Programs; *Labor Force Development; Literature Reviews; Needs Assessment; Participation; Postsecondary Education; *Professional Continuing Education; Student Attitudes; Teacher Attitudes; Trainers; *Training Methods; Trend Analysis; Work Environment; *Work Experience
IDENTIFIERS- *Asia; *Human Resources Professionals; Multinational

bibliographies. (YLB)

ED 453 427 CE 081 850

Sanders, Joseph E., III; Geroy, Gary D.
Mobilizing Illegitimate Movers: A Model for Transcending the Constraints of Potential. Innovative Session 3. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 9p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Culture Conflict; Economic Status; Existentialism; Group Membership; Group Status; *Holistic Approach; Human Resources; *Individual Development; *Labor Force Development; Leadership; Models; Organizational Development; *Self Actualization; Social Differences; Social Environment; *Social Mobility; *Social Stratification; Social Theories

This paper presents and discusses a theoretical model that broadens the context for human resource development (HRD) social mandates and provides a process model grounded in self-actualization awareness and thinking that facilitates the individual to go beyond the constraints of potential (as defined by the individual's environment). The model is described as grounded in these two social principles that extend to both cultural and economic movement: society and its organizations are stratified, and upward mobility is an unbalancing dynamic in which there is a fixed-size apple pie from which many people want a piece. The first principle encompasses the threat that comes from the elite group's psychological fear of cultural intrusion by individuals who have chosen to leave their base group. The bipolar model is proposed as having the following: (1) a base group (donor) that represents the indigenous group from which the sojourner migrates; (2) an elite group (host) that represents the target group to which the sojourner intends to migrate; and (3) the illegitimate movers that represent the sojourners trapped between two worlds--belonging to neither, unsuited to retreat, and unable to advance. A fourth element of the model is a characteristic profile of each stratification to include members' leadership preference, motivation orientation, and decision-making style. (Contains 40 references.) (YLB)

ED 453 428 CE 081 851

University Programs. Symposium 20. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Education; *Business Administration Education; College Students; Curriculum; Declining Enrollment; *Graduate Study; Higher Education; Human Resources; *Institutional Characteristics;

describe recent HRD research, and to determine whether HRD as a discipline is at a developmental point similar to that of the discipline management during 1975-79. All three papers include bibliographies. (YLB)

ED 453 445 CE 081 869

The Adult Learner. Symposium 35. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Attribution Theory; Career Development; Career Education; Cognitive Processes; Cognitive Style; *Covert Response; Developed Nations; *Educational Philosophy; *Educational Psychology; Foreign Countries; Foundations of Education; Human Resources; Independent Study; Individual Development; *Informal Education; *Labor Force Development; Nontraditional Education; Organizational Development; Student Behavior
IDENTIFIERS- Australia (Western Australia); *Follett (Mary Parker)
This symposium on the adult learner consists of three presentations. "Bridging the Gap Between Adult Education and Educational Psychology: Some Important Findings" (Bryan W. Smith) is a report upon a micro-analysis of a case of adults entering tertiary study for the first time and their mental life concerning their own self performance, constructed across four instances. It identifies characteristics of the four participants' covert behavior during their learning in a course on human resource development (HRD). "Mary Parker Follett: Philosopher of HRD" (Leslie DeLaPena Wheelock, Jamie L. Callahan) concludes that Follett is a philosopher of HRD, not only because her ideas support concepts similar to other HRD philosophers but also because she introduces adult learning as paramount for the development of the individual and organization. "The HRD Network as a Means for Adult Learning" (Susan A. Huhta, John A. Niemi) is a study of the HRD Network at Northern Illinois University, an example of nontraditional, informal learning, that determined that HRD professionals successfully conceived and directed their own professional development. All three papers include substantial bibliographies. (YLB)

ED 453 446 CE 081 870

Learning Organization. Symposium 36. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Behavior Modification; Case Studies; Comparative Analysis; *Critical Thinking; Developing Nations; Experiential Learning; Foreign Countries; Group Dynamics; Human Resources; Informal Education; *Innovation; Job Training; Organizational Change; *Organizational Climate; *Organizational Development; Participation; Self Efficacy;

PUB DATE- 00
NOTE- 117p.; Report prescribed by Section 241 (f)(2)(C), (D) and (E) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Community Health Services; *Correctional Institutions; Correctional Rehabilitation; *Delinquency; Empowerment; Family Counseling; *Human Services; *Juvenile Justice; *Mental Health; Recidivism

At some point, one out of every five children will need help containing and managing strong emotions or severe stress. Problems multiply when these youth break the law. Too often children with mental health problems are locked away instead of receiving appropriate treatment. An estimated 50-75% of youth in detention facilities suffer from mental health problems and without treatment, they are likely to become more vulnerable, more volatile, and more dangerous to themselves and others. This annual report of the Coalition of Juvenile Justice illustrates findings from a year-long investigation into the scope of mental health concerns and services in the juvenile justice system. It explains systematic shortcomings and a lack of effective, integrated mental health assessment and treatment services. The report explains why parents may be forced to surrender their children to the juvenile courts because they cannot receive assistance. It reveals how poverty, race, gender, and sexual orientation may block young offenders from accessing services. Treatment methods that focus on rebuilding a child's family structure along with providing the child with intensive therapy have reduced recidivism by as much as 80%. Several recommendations are provided for leaders and administrators on ways to empower families, while at the same time providing wide access to high quality mental health assessment and treatment services. (Contains 95 references.) (JDM)

ED 453 466 CG 030 943

Gregg, Soleil
School Counselors: Emerging Vanguards of Student Safety and Success. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; Written with Janice Kuhl.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Educational Policy; Elementary Secondary Education; Intervention; Prevention; Program Effectiveness; School Counseling; *School Counselors; *School Safety; Student Needs; Success; *Violence

Public concern about violence in schools has created increased pressure on policymakers to do more to make schools safe. Effective school counselling programs can promote school safety. School counselors can play a central role in achieving the dual goal of school safety and school improvement by helping students build needed skills and overcome barriers to learning and healthy development. The failure to provide mental health and academic support services to children who need them carries profound consequences for individuals, schools, and society. School counselling programs can offer students mental health and psychological services that otherwise might not be accessible

In recent years, attention has been given in the foster family care literature to adolescents' readiness for living on their own following aging out of their foster care placement. This book offers ideas on ways to help adolescents master the tasks required to successfully prepare for independent living following discharge from foster care. It is practice-oriented and draws upon the experience of researchers, trainers, consultants, and families. The chapters in Part 1 examine the various dimensions of the problem including the concept of interdependence as the goal of services for this population. It also discusses recruiting foster parents, examining adolescent development, and the need for these young people to mourn their losses before they can move on. Part 2 considers meeting the challenges of preparing these adolescents for life after foster care from the perspective of policy and program. Emphasis is placed on the importance of involving biological parents as resources for adolescents and the resources that black foster parents offer to teenagers in their care. Part 3 focuses on practice methods and strategies in work with adolescents and their foster parents. Also discussed are the needs of minority teenagers; problems of maltreatment; discipline; and assessment tools that can measure the independent-living skills of adolescents. (Contains over 300 references.) (JDM)

ED 453 487 CG 030 971

Lennon, Mary Clare; Blome, Juliana; English, Kevin
Depression and Low-Income Women: Challenges for TANF and Welfare-to-Work Policies and Programs.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 49p.; Executive summary is appended. Produced by the Research Forum on Children, Families and the New Federalism, National Center for Children in Poverty.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Depression (Psychology); *Employment; *Females; Health Care Costs; Help Seeking; Literature Reviews; *Low Income Groups; Mothers; *Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families; *Welfare to Work Programs

This report reviews the literature on the prevalence, treatment, and consequences of depression in low-income women with an emphasis on the relationship between depression and employment. Recent changes in welfare policy, such as the five-year lifetime limit on assistance and requiring recipients to obtain jobs after two years of continuous support, have increased the concern about depression among women on welfare. The literature reports that levels of depression are higher in welfare mothers when compared to a community sample of women. Research generally focuses on depression as an obstacle to employment among welfare recipients but depression can limit a woman's capacity to retain employment, can be brought on by poor quality jobs, and can be triggered by job loss. Depression also compromises a mother's ability to effectively raise her children, thus interventions for mothers must include strategies for reaching their children. Although effective therapies exist to treat depression, it remains largely untreated. Income, health insurance, and ethnicity are often find that they can place books along a continuum of difficulty. The book list presented in "Guided Reading: Good First Teaching for All Children" (Fountas and Pinnell, 1996) was based on several years of teachers' work with a set of books leveled for classroom use. Another way to start a leveled collection is to begin with any set of books from a publisher reliable in the gradient of difficulty presented. Factors to be considered in placing a text along a gradient of difficulty are: length; layout; subject; structure and organization of the text; illustrations; words; phrases, sentences, paragraphs; punctuation; and literary features. The first levels introduce children to reading print--as the levels increase in difficulty, there is a wider variety of text. Factors outside a text include the reader's prior knowledge of the topic and prior experience in encountering texts with features like this one; the way the text is introduced; and the supportive interactions between the teacher and children during reading. (NKA)

ED 453 510   CS 014 306

Henry, Justina; Wiley, Barbara Joan
Answers to Frequently Asked Questions about Interactive Writing. Classroom Connections.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Childrens Writing; Classroom Techniques; Instructional Effectiveness; Primary Education; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Interactive Writing

Interactive writing is a term coined by a research group of faculty members from the Ohio State University and teachers from the Columbus Public Schools. The group examined Moira McKenzie's (1985) work in shared writing and adopted the approach as having power in helping children understand the writing process. They varied the approach with a "share the pen" technique that involved children in contributing individual letters and words to a group meeting. As more and more teachers have tried the technique in their classrooms, they have generated a plethora of questions they want answered. This article aims to address their needs. The article poses and answers the following questions: What is interactive writing? What happens during the interactive writing experience? What do I need to get started? Why do capital letters appear in the middle of words in some interactive writing products? Are the children's feelings hurt when fix-it tape is used to correct their errors? How does the teacher decide who will share the pen? How can I extend the word study that emerges in interactive writing lessons to other parts of my program? and How can I learn more about interactive writing? (NKA)

ED 453 511   CS 014 307

Moriarty, David
A Message to Congress: Redefining Special Education.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Early Intervention; Elementary Secondary Education;

Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Games; Educational Objectives; Elementary Secondary Education; Free Writing; Learning Activities; *Learning Strategies; *Literacy; *Reading Comprehension; Vocabulary Development
IDENTIFIERS- *Authentic Learning; Collaborative Writing; *Content Area Teaching; Instructional Strategy Usage; Student Led Activities; Word Games

The presentation covered in this paper offers participants (i.e., teachers) an interactive, guided practice engagement with three specific instructional strategies appropriate for all learners, literacy strategies through which authentic writing and reading may be connected both to content and to the learners themselves as active creators of knowledge, not passive consumers of knowledge. The paper cites four objectives for participants, delineates three activities, and gives assessment intentions. It further explains the three activities: (1) Freudian Sentences: Prompting Content-Based Instruction; (2) Thematic Asterisks: Prompting Content-Based Knowledge Constructions; and (3) Collaborative Compositions: Prompting Content-Based Expression. The paper includes an addendum on games that serve as literacy tools. Contains a 10-item bibliography. (NKA)

ED 453 530 CS 014 472

Ashby, Nicole, Ed.
Families Involved in Learning.
PUB DATE- 01
NOTE- 10p.; Theme Issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Educational Improvement; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; Government Role; Literacy; Newsletters; *Parent Participation; *Partnerships in Education; Preschool Education; Reading Instruction; School Community Relationship

This issue of "Community Update" focuses on families involved in learning. The first article briefly discusses the "Ready to Read, Ready to Learn" White House summit that highlighted new research on early childhood learning. The center spread of this issue offers "Priming the Primary Educator: A Look at L. A. County's Parent Involvement Programs" (Nicole Ashby). The issue also announces the September, 2001 Satellite Town Meeting; describes a pediatric program that reaches out to families; presents an interview with Derrick Smith, a parent, about staying involved during the high school years; describes Camp Fire USA's Community Family Club program; discusses recent activities of partners; and concludes with information on the Department of Education's Information Resource Center. (RS)

ED 453 531 CS 217 351

Moss, Joy F.
Teaching Literature in the Middle Grades: A Thematic Approach. Second Edition.
PUB DATE- 00
NOTE- 391p.; The first edition of the book was titled "Using Literature in the Middle Grades: A Thematic Approach."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

author/educator to pursue her agenda has been to go about it subversively. The paper lists the following as some of the WAC program activities that have worked well: working with one pharmacy instructor on writing projects which introduce students to the profession and later, on helping fourth-year students prepare their resumes and cover letters; and still later, in a class on biomedical literature evaluation. The paper states that all students must pass a writing proficiency exam to graduate--an exam for which they have not systematically been prepared--and most come to the Writing Center to prepare. It also notes that some of the WAC program activities the author/educator undertook that did not work. (NKA)

ED 453 550 CS 217 560

Smith, Barbara
Turning WAC Skeptics into WAC Participants on 55 Cents/Day.
PUB DATE- 01
NOTE- 9p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; Higher Education; Student Needs; Teacher Collaboration; *Writing Across the Curriculum
IDENTIFIERS- *College of Mount Saint Vincent NY; *Communication Strategies; Course Development; Faculty Attitudes; Writing to Learn

This paper focuses on some of the strategies that were crucial to the eventual success of Writing across the Curriculum (WAC), or, as it is called at the College of Mount Saint Vincent, WTL, Writing to Learn. The paper also mentions some of the pitfalls. According to the paper, the budget for WAC is $100 annually--when divided by the number of class days in a typical school year, it comes out to $0.55 a day. The paper pinpoints and discusses the following strategies: (1) surveying faculty about students' writing skills; (2) sympathizing with faculty and administrators' frustration regarding student literacy; (3) suggesting writing assignments with interested faculty; (4) designing and adapting some assignments so as not to burden professors with additional assessment chores; (5) establishing a Writing to Learn faculty committee; (6) setting an agenda for the WTL committee; and (7) holding one seminar per year with only a small additional budget from the Vice-President of Academic Affairs. It also pinpoints these pitfalls: receiving "on high" edicts from the administration; validating the faculty's fear of pedagogical intrusion; placing blame; overwhelming faculty from other disciplines with writing theory, terminology, and strategies; setting oneself up as an authority rather than as an ally; and speaking in negatives rather than positives. (NKA)

ED 453 551 CS 217 582

Williams, Robert Hillis
What Is a Voice? (And Where Can I Buy One?)
PUB DATE- 00

sample of public and private primary schools in Chile to show that it is possible to apply the concepts proposed in the paper and that there is a positive relationship between institutional climate and school performance. The paper discusses how institutional factors influence the interactions or "transactions" among members of a school community. The institutional climate is strongly influenced by: (1) how clear the school's objectives are and how well they are understood and internalized by all stakeholders; (2) whether there are strong formal rules and effective mechanisms for enforcing these objectives; (3) whether the informal rules in the school's culture are consistent with the formal ones; and (4) the degree of trust and cooperation among members of the community. To understand these factors, five private subsidized schools in Santiago were investigated. The findings indicate that it is possible to define and measure a school's institutional climate and that there appears to be a positive association between having institutions favorable to making and upholding commitments and the quality of academic performance. (Contains 21 references.) (RJM)

ED 453 572   EA 031 010

Bartz, David; Mathews, Gary
Enhancing Students' Social and Psychological Development.
PUB DATE- 01
NOTE- 5p.; Published four times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Competition; *Developmental Continuity; Elementary Education; *Motivation Techniques; *Psychological Patterns; Public Schools; School Culture; *Self Concept; Social Values

Social and psychological development shapes a child's character and personality as well as academic achievement. This article examines five factors that are critical to this development: self-esteem, achievement motivation, social skills, coping skills, and aspirations. Self-esteem should be a desired result in and of itself, enhancing the quality of students' lives now and in the future. Achievement motivation refers to the ability to persist at tasks or activities to accomplish a goal or learning outcome; it is the drive that students must generate to get things done. Effective social skills allow students to interact effectively with others in a productive, meaningful, and nonviolent manner. Students with good social skills are able to develop friendships, work cooperatively with classmates and teachers, and have tolerance for those they may view as different. A student with good coping skills will be able to overcome a difficult situation whether it is mastering a tough subject or getting along with a particular teacher. Students with poor coping skills create a situation of "learned helplessness," believing they can have little impact on a difficult situation, because it is beyond their control. Students with high aspirations develop challenging and realistic ideas and plans for future careers and adult life in general. Developing such aspirations is a goal of the "school to work" programs in many schools. (Contains 24 references.) (DFR)

ED 453 573   EA 031 011

Ashbaker, Betty Y.; Morgan, Jill
Paraeducators: A Powerful Human Resource.

differences in graduate/professional enrollment; degrees earned by women; educational attainment; coursetaking in mathematics and science; kindergarten class sizes; student/teacher ratios; instructional environments in Eighth grade mathematics; students' Internet usage; school choice and parental satisfaction; preparation and qualifications of public school teachers; perceived impact of professional development; age of school buildings; distance learning in postsecondary education; services for disabled postsecondary students; before- and after-school care; disparity in public school finance; and financial preparation for postsecondary education. (RT)

ED 453 591 EA 031 037

Malone, Robert
Principal Mentoring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Education; Educational Administration; Elementary Secondary Education; *Leaders Guides; *Leadership Training; Management Development; *Mentors; *Principals

Increasing evidence shows that school leaders, throughout all stages of their careers, can benefit from a mentoring system in which a seasoned leader helps the protege combine theory and practice with experience. This research roundup reviews works that provide support for principal mentoring and share strategies for establishing mentoring relationships. "Finding One's Way: How Mentoring Can Lead to Dynamic Leadership" (Gary M. Crow and Joseph L. Matthews) discusses the parallels between mentoring and dynamic leadership; "Apprenticeships for Administrative Interns: Learning to Talk Like a Principal" (Paula A. Cordeiro and Ellen Smith-Sloan) examines the rise in mentorships and internships in educational administration and its impact on educational leaders; "Making Leadership Happen: The SREB Model for Leadership Development (Alton C. Crews and Sonya Weakley) describe a model for mentoring that allows for the systematic implementation of mentor/protege relationships, highlighting the importance of a peer coach; "Selecting Mentors for Principalship Interns (Thomas J. Geismar and colleagues) describe a method that assists in the selection of mentors for principal interns; and "Selecting Star Principals for Schools Serving Children in Poverty (Martin Haberman and Vicky Dill) detail the characteristics of star principals and steps needed to train others to become star principals. (RT)

ED 453 592 EA 031 038

Preventing Bullying: A Manual for Schools and Communities.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; *Bullying; Elementary

the following topics: (1) child advocacy; (2) basic legal concepts of the Individuals with Disabilities Education Act, the IEP, state special education laws, and some overriding IEP principles; (3) requesting evaluation and obtaining the child's school records; (4) getting organized, starting an IEP binder, and keeping a monthly calendar; (5) developing the child's IEP blueprint; (6) assessment components and assessment plans; (7) preparing for the IEP eligibility meeting; (8) exploring options and making a case for special education services; (9) writing goals and objectives; (10) preparing for the IEP meeting; (11) attending the IEP meeting and writing the IEP plan; (12) resolving IEP disputes through due process; (13) filing a complaint for a legal violation; (14) lawyers and legal research; and (15) parent organizations and special education. Appendices include copies of key federal special education statutes and regulations, addresses and Web sites of federal and state special education agencies, addresses and Web sites of 125 advocacy, parent, and disability organizations, and tear-out forms, letters, and checklists to help parents through the IEP process. (CR)

ED 453 611 EC 308 419

Shaw, Linda
Learning Supporters and Inclusion: Roles, Rewards, Concerns, Challenges.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Interprofessional Relationship; *Job Satisfaction; *Paraprofessional School Personnel; *Quality of Working Life; *Staff Role; Work Environment
IDENTIFIERS- *England

This report is based on interviews with learning supporters and observations of their work in a number of primary and secondary schools in London and in the North of England, areas which are known for efforts toward developing inclusion. The focus is on supporters' perspective, and the aim is to give a platform to what traditionally have been minority voices. The report opens by reviewing the work of learning supporters and the range of tasks they accomplish to support participation and learning. These include directly supporting students with disabilities in classrooms as well as working at a more strategic level to break down barriers and forge links among different personnel, groupings, and settings in education. The report explains the rewards and stresses of the job from the supporters' point of view and outlines some current controversies. It suggests how support work challenges some understandings of education and the way a school is organized. Results from the study indicate being a learning supporter is to work toward building relationships with many rewards but also subject to strains and concerns. The report closes by putting forward a number of pointers for further discussion. (Contains 10 references.) (CR)

ED 453 612 EC 308 420

State Improvement Plan for Children with Disabilities.
PUB DATE- 00
NOTE- 12p.; Prepared by the Wisconsin Department of Public Instruction, Special Education Team with assistance from the

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 4p.; Janet R. Vohs, Editor. Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; *Early Intervention; *Educational Change; *Parent Empowerment; *Parent Participation; Preschool Education; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" consists of excerpts from a speech given by Dr. Robert Davila, Assistant Secretary for the U.S. Office of Special Education and Rehabilitative Services, during an Interagency Coordinating Council (ICC) Parents Meeting, September 1991, in Arlington, Virginia. In his speech, Dr. Davila calls for a revolution in special education to ensure that children with disabilities receive quality services and a genuine opportunity to participate in their communities and in the global arena. He also discusses the importance of parent empowerment and parent participation at the local level. Section two includes responses to Dr. Davila's speech from three ICC parents, including: Christel Dawkins from Louisiana, Gayle L. Underdown from North Carolina, and Kim Brame from California. Also included are excerpts from the Division for Early Childhood (DEC) position statement on goal one of America 2000, that all children will start school ready to learn. (SG)

ED 453 632 EC 308 556

Hausslein, Evelyn, Comp.
Individual Voices, Common Values.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Communication Skills; Coordination; *Disabilities; *Early Intervention; Family Attitudes; Financial Support; *Parent Empowerment; *Parent Participation; Preschool Education; Social Networks
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" describes some of the ways in which parents are learning to speak out on behalf of young children and their families being served through the Individuals with Disabilities Education Act (IDEA) Part H early intervention programs. The document consists of four sections in which parents share their perspectives and concerns. These include: (1) "A Call for Communication" (Christel Dawkins); (2) "Supporting Parent Participation at a Parent Organization" (Cassie Johnston); (3) "Supporting Local Parent Networks" (Mona Freedman); and (4) "Dreams and Visions First" (Judie Walker). Information about each parent's background, organizational affiliation, and role is included. (SG)

ED 453 633 EC 308 557

Kelker, Katharin A.

intellectual challenge and the opportunity for intense intercultural encounters. The first half of the book discusses some of the current concepts in cultural and intercultural learning. The second half is a description how the ethnography program can be run in higher education institutions, using extensive examples from ethnography courses and student projects. Overall, this book argues that the idea of language learners as ethnographers can be transferred to many contexts and that language learning should be interdisciplinary. This book is relevant to teachers of modern and foreign languages, European Studies, Latin American Studies, and to teachers of upper secondary school students, and trainers in intercultural communication. (Contains 312 references.) (KFT)

ED 453 659 FL 026 719

Ager, Dennis
Motivation in Language Planning and Language Policy. Multilingual Matters 119.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; *Educational Policy; Ethnic Groups; Foreign Countries; Heritage Education; *Language Attitudes; Language Maintenance; Language Minorities; Language Planning; *Motivation; National Programs; Official Languages; *Public Policy; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Belgium; Canada; Czechoslovakia; European Union; France; United Kingdom; United States

The aim of this book is to investigate the motives for action on language behavior, whether this means corpus, status, or acquisition planning. It examines such questions as why individuals, groups, and governments try to influence their own or others' language behavior or language attitudes, and what drives authorities to try to control, favor, or repress particular forms of language in use, or encourage hatred, fear, or support for particular languages or language varieties. Motivation is complex, usually involving at least three components: motives, attitudes, and goals. Seven motives that seem to recur are political (identity, insecurity, ideology and image); social (inequality and integration); or economic (instrumentality); although actual motives are often mixed. Attitudes require an understanding of knowledge about language, emotion towards it, and the likelihood of a response to an issue. Goals, needs, and strategies towards language issues are often mixed too. The relationship between motives, attitudes, and goals is discussed in the light of a number of examples of policy and planning, selected from across the world. The book concludes from these data that dynamic identity construction, followed by a willingness to act in conformity with expectations, are key elements in the planned behavior and reasoned action that all authorities take in relation to language. (Contains 149 references.) (KFT)

ED 453 660 FL 026 720

Heller, Monica, Ed.; Martin-Jones, Marilyn, Ed.
Voices of Authority: Education and Linguistic Difference. Contemporary Studies in Linguistics and Education, Volume 1.
PUB DATE- 01

Analysis; *Educational Policy; Foreign Countries; *Language Attitudes; Limited English Speaking; Parent Role; Preschool Education; Second Language Instruction; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Panama; *United States

This paper compares bilingual education policy and practice in Panama and the United States. Particular issues studied include the following: the social context of bilingual education in the two countries; programming and policy differences; teacher qualifications; availability of age-appropriate materials; and administrative support, level of community support, and legal backing. Findings include the following: skills and proficiency in languages other than English are more respected in Panama than the United States; second language learning is typically introduced at an earlier age in Panama; U.S. bilingual education programs have transition into English as the primary goal, while Panamanian programs seek to maintain Spanish while teaching English; both countries suffer from a shortage of qualified teachers; and there are much greater expectations for parent involvement in the United States. (Contains 54 references.) (KFT)

ED 453 681 FL 026 743

Baker, Colin
Foundations of Bilingual Education and Bilingualism. Third Edition. Bilingual Education and Bilingualism 27.
PUB DATE- 01
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Bilingualism; Classroom Environment; Cognitive Style; Cultural Pluralism; Elementary Secondary Education; Internet; Language Attitudes; Language Minorities; Language Planning; Limited English Speaking; National Programs; Sociolinguistics; Student Evaluation; Thinking Skills

This book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, bilingualism is discussed at individual, group, and national levels. The 20 chapters cover essential issues and controversies about language minorities and bilingual education. These include the following: defining who is bilingual; testing language abilities and language use; languages in communities and minority groups; endangered languages; language planning. Loss and revival; the development of bilingualism in infancy and childhood; bilingualism in the family; second language acquisition, aptitude, and motivation; age and language learning; bilingualism and intelligence; bilingualism and the brain; theories of bilingualism; bilingual thinking skills; the history of bilingualism in the United States; types and evaluations of bilingual education; minority language literacy and biliteracy; language minority underachievement; bilingual special education; the assessment of bilingual language minority children; deaf bilinguals; bilingual classrooms; the politics of bilingual education in the United States; assimilation; pluralism; anti-racism; and bilingualism and the Internet. (Contains 920 references.) (KFT)

ED 453 682 FL 026 744

Effectiveness; *Professional Development; *Skill Development; *Teacher Effectiveness; *Teaching Assistants; Training

The purpose of this study was to identify the training needs and preferences of Graduate Teaching Assistants (GTAs) employed by a large state university that depends heavily on Teaching Assistants for lower level undergraduate instruction. A survey exploring 21 instructional skills relevant for GTA training was returned by 160 GTAs. More than half of the respondents had received either formal or informal instructional training proper to their current teaching assignment. Most of the GTAs reported that they enjoyed teaching and that teaching was very satisfying to them. However, half of them reported that teaching interfered with their graduate work. Also, almost none reported using computers for test creation, test scoring, or as electronic grade books. Respondents identified their greatest training needs as learning how to: (1) lecture effectively; (2) use other instructional methods; (3) motivate students; and (4) understand student characteristics. (Author/SLD)

ED 453 704 HE 034 024

Waugh, Gordon; Micceri, Ted; Takalkar, Pradnya
Using Ethnicity, SAT/ACT Scores, and High School GPA To Predict Retention and Graduation Rates.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Florida Association for Institutional Research Conference (Orlando, FL, June 15-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Entrance Examinations; *College Freshmen; *Ethnicity; *Grade Point Average; High School Students; High Schools; Higher Education; *Prediction; Racial Differences; *School Holding Power; Scores; Test Results
IDENTIFIERS- ACT Assessment; Scholastic Assessment Tests

This study examined the relationship of first-time-in-college (FTIC) freshmen with race, high school grade point average (GPA), and Scholastic Assessment Test (SAT) and ACT Assessment scores. Data were obtained for 5 years of fall semester FTIC cohorts (n=8,573). The results show: (1) SAT and ACT scores were unrelated to re-enrollment/graduation rates; (2) re-enrollment/graduation rates were positively related to high school GPA; and (3) overall re-enrollment/graduation rates differed very little between races when high school GPA was controlled for. Among students with low high school GPAs, however, African Americans re-enrolled/graduates at a lower rate than other ethnic groups. Conversely, among students with high school GPAs, African Americans re-enrolled/graduated at a higher rate than other ethnic groups. (Author/SLD)

ED 453 705 HE 034 026

Quinlan, Kathleen M.
Striking the Right Balance: An Evaluation of a Literature Database To Support Problem Based Learning.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

coping strategies differ. Males had a stronger "breadwinner" mindset and experienced more stress financially as graduate students. For females, social and ideological prejudices were an extra burden. An appendix describe participants' characteristics. (Contains 3 tables and 30 references.) (SLD)

ED 453 726 HE 034 049

E-Aid Office 2000: Financial Aid Software Selection, Implementation, and Operation. Monograph. A NASFAA Series, Number 12. Practical Information for Student Aid Professionals.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; Higher Education; Program Implementation; *Selection; Student Financial Aid; *Student Financial Aid Officers; *Systems Development

This monograph provides guidance to financial aid administrators in navigating the waters of computer systems selection and implementation. It outlines the various areas where aid officers rely on computer assistance and discusses technology-driven personnel issues, institution-wide system integration, and emerging technologies that will affect the aid office. Electronic processes are no longer viewed as merely substituting for manual operations or even as enhancing existing value. Financial aid professionals now expect and require information technology to create new value on the delivery of services. Consequently, system-provided benefits need to be measurable in terms of quality and quantity. The first section of the guide, "Financial Aid Systems: Features and Functionality," lists 30 topics in this area alphabetically from "Auditing" to "Utility Functions." The second section discusses "Acquiring and Installing a New System," and the third section deals with "The Changing Technological Environment." An appendix contains a financial aid system selection checklist. (SLD)

ED 453 727 HE 034 051

Snyder, Katherine
An Assessment of the Role of Computer Technology in the Classroom.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Computer Assisted Instruction; Higher Education; Psychology; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Psychopharmacology

This study assessed the impact of two teaching styles on how well 30 students mastered a section of the psychopharmacology unit within the Survey of Physiological Psychology course. The first method consisted of the instructor's primary method of instruction, a lecture supplemented by demonstrations and discussions, neither of which involved computer technology. The second method, used in the same class to cover a subunit about depressants, consisted of a lecture supplemented by a computer-student cohort. (Contains 10 tables and 3 figures.) (SLD)

ED 453 747 HE 034 072

Schwitzer, Alan M.; Ancis, Julie R.; Brown, Nina
Promoting Student Learning and Student Development at a Distance: Student Affairs Concepts and Practices for Televised Instruction and Other Forms of Distance Learning.
PUB DATE- 01
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Distance Education; *Educational Practices; Educational Television; *Higher Education; Individual Development; *Learning; Student Personnel Services

This book outlines factors and practices that directly and indirectly influence the adjustment, learning, and development of distance education students. The book also provides a detailed overview of student affairs responses to distant student needs, stressing the importance of building communities at a distance, and using a case study to illustrate the design of student services. The chapters are: (1) "Higher Education and Distance Education in the United States: An Introduction"; (2) "Higher Education and Distance Learning in the United States: Knowledge Base and Practice"; (3) "Distance Learners: Characteristics and Needs"; (4) "Student Development: Creating Community at a Distance"; and (5) "Student Learning: Student Affairs Professionals as Distance Educators." Each chapter has references. (SLD)

ED 453 748 HE 034 074

Buck, Gail F.
"White Privilege": Discrimination and Miscommunication--How It Affects/Effects Underrepresented Minority Groups on College Campuses.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; *College Students; *Communication (Thought Transfer); Higher Education; Hispanic American Students; *Minority Groups; Multicultural Education; *Racial Discrimination; Social Problems; *White Students

Thirty years after the enactment of civil rights legislation, the meaning of race has become a problem in the United States, largely because the legacy of centuries of white supremacy lives on. Monolithic white supremacy is over, but in a more concealed way, white power and privilege linger. Ethnic underrepresentation creates a host of problems for the U.S. higher education community. The higher education community must find a way to welcome minority groups on campus. African American and Latino students find themselves discriminated against for a number of reasons, including racial and socioeconomic differences. Institutional marginalization is widespread. Institutions must realize that educating a pluralistic population is a serious and complex exercise. Institutions

DESCRIPTORS- *Academic Advising; *Career Counseling; *College Students; *Faculty Advisers; Higher Education; Integrated Activities; Questionnaires; *Satisfaction; *Student Attitudes
IDENTIFIERS- *Rowan University NJ

This study was conducted to measure the level of student satisfaction with the quality of academic advising delivered by an integrated department of academic advising and career life planning. Rowan University, New Jersey, has counselors trained to provide academic and career life planning in one advising session. Several sources found in a literature review indicated that students do want career counseling as part of academic advising. The study was nonexperimental, but qualified as a descriptive study. Quantitative and qualitative measures were used to collect data. Qualitative interviews were held with four authors who have written about academic advising and five students who sought advising at Rowan University. For the quantitative study, 78 premajor and change-of-major students completed questionnaires about their advising experiences. Of these students, 63% were extremely satisfied, 29% were very satisfied, and 8% were satisfied. That the academic adviser was knowledgeable about majors and careers contributed to the satisfaction of more than half of these students. Twenty-six percent of the students expected both types of counseling to be available when they sought advising services. The interviews with authors and students also suggested that academic advising should incorporate career life planning. Three appendixes contain four tables of study findings and the questionnaires and interview questions. (Contains 13 references.) (SLD)

ED 453 770 HE 034 098

Access Denied: Restoring the Nation's Commitment to Equal Educational Opportunity. A Report of the Advisory Committee on Student Financial Assistance.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Educational Policy; *Equal Education; Higher Education; *Low Income Groups; *Minority Groups; Paying for College; Policy Formation; Poverty; *Student Financial Aid

Three interrelated factors have combined to produce what is rapidly becoming a crisis in access to higher education. In the first place, the cost of higher education has risen steadily as a percentage of family income only for low-income families, but middle-income affordability and merit have begun to displace access as the focus of policymakers at the federal, state, and institutional levels. This shift in policy priorities has caused a steep increase in the unmet need of low-income students. In response to the excessive levels of unmet need, low-income students must abandon plans for full-time, on-campus attendance and attend part-time, work long hours, and borrow heavily. This pattern produces an income-related widening in participation, persistence, and completion gaps over the next 15 years. Solving the access problem for today's students and averting an access crisis for tomorrow's students will require promoting policies that enhance access for low-income students. Using the federal student aid programs as its primary tool, the federal government must reinstate the traditional access goal, refocus policy on unmet need, and expand grant aid. One key to a broad access strategy will be restoring the access

Mingle, James R.
Technology 2000: Recommendations on the Utilization of Information Technology in the Oklahoma Higher Education System. A Report to the Oklahoma State Regents.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Development; *Educational Planning; Educational Technology; Higher Education; *Information Networks; *State Programs; Statewide Planning; Strategic Planning
IDENTIFIERS- Oklahoma; Oklahoma State Regents

In the fall of 1996, as the expansion of Oklahoma's statewide communications and information network (OneNet) became fully implemented, the Oklahoma State Regents for Higher Education began a strategic planning initiative focused on the utilization of technology throughout the state's system of higher education. The planning process began with a written survey sent to all campuses to assess the equipment and networking capacity of institutions as well as the utilization of technology by faculty, staff, and students. With the baseline information obtained from the survey, external consultants and Regents staff made a number of campus visits throughout the spring of 1997 to several institutions within the system. A corollary activity was a series of "best practice" site visits to institutions out of state that are nationally recognized as leaders in the development and use of information technology for teaching, learning, and research. As part of the planning process, Regents advisory groups formed recommendations for this report. Some of these recommendations are incorporated into the main body of this report, and presented in full with each advisory group report in the appendices. An Executive Summary of Recommendations outlines objectives to guide Regents actions and recommendations on the following: Regents academic policy and related "receive site" financing issues; student access to computing resources; faculty and course development; library initiatives; administrative/student support and equipment financing initiatives; OneNet management and governance; and economic development initiatives. The remainder of the report is organized as follows: Section 1 discusses the origin of the study, process, and activities. Section 2 examines technology progress in the Oklahoma system; Section 3 contains a policy framework to guide future Regents action; and Section 4 contains recommendations for Regents action. Seven appendices contain the campus technology survey and the advisory committee reports. (AEF)

ED 453 792 IR 020 638

Brewer, Ernest W.; DeJonge, Jacquelyn O.; Stout, Vickie J.
Moving to Online: Making the Transition from Traditional Instruction and Communication Strategies.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Conventional Instruction; *Distance Education;

selected from the "Reconnecting Youth" teacher's other classes. The study's findings provide empirical evidence that students benefited from these formal lessons in media literacy. It can be argued that the media literacy lessons helped the treatment group to better comprehend television advertisements and text advertisements. (Contains 33 references and 4 tables.) (AEF)

ED 453 809 IR 020 692

CNN Newsroom Classroom Guides, April 2001.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- Cable News Network; CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April 2001 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: former Yugoslav President Slobodan Milosevic is arrested, a Chinese fighter jet and a U.S. Navy surveillance plane collide, U.S. diplomats make contact with the crew of the downed spy plane, the diplomatic standoff between the U.S. and China continues and the Chinese ambassador discusses his country's view of the situation, and the U.S. and China engage in a solution to the standoff as Chinese officials continue the search for their fighter pilot (April 2-6); President Bush sends a letter of condolence to the widow of the missing Chinese pilot, two candidates will face each other in a runoff election for the presidency of Peru, California's governor and a House subcommittee take steps to resolve the state's energy crisis, (April 12 broadcast pre-empted for coverage of the release of the U.S. plane crew from China), and the U.S. Navy spy plane crew returns to the U.S. (April 9-13); Cincinnati marks the Easter holiday with messages of racial healing, the U.S. and China prepare for this week's critical meeting, forty years ago, U.S.-backed Cuban exiles staged the failed Bay of Pigs invasion, U.S. and Chinese officials meet in Beijing, a decision on possible weapons sales to Taiwan carries political consequences, survivors and families mark the anniversary of the worst act of terrorism in the U.S. (April 16-20); U.S. faces major energy problems, upper Midwest, Mississippi River flooding threatens many communities, China reacts to the U.S. sale of arms to Taiwan, President Bush defers Taiwan's request for high-tech destroyers (April 26 duplicates April 27), ill American doctor evacuated from the South Pole, and the space shuttle Endeavour is homeward bound, and after ten years, Dennis Tito finally gets his trip to space (April 23-27.) (AEF)

ED 453 810 IR 020 693

Gilbert, Sara Dulaney
How To Be a Successful Online Student.
PUB DATE- 01
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

look at U.S. military history (special report) (May 14-18); Administration officials defend President Bush's energy plan, hurricanes and tornadoes are violent storms that can kill people and destroy property, new legislation would ban the use of hand-held cell phones while driving, Senator James Jeffords decides to leave the Republican Party, and Jeffords' split with the GOP could hamper President Bush's agenda (May 21-25); powering the planet--U.S. faces major energy problems (special report), the Supreme Court rules that pro golfer Casey Martin may use a cart, and Amnesty International observes its 40th anniversary and releases its human rights report (May 29-31). (AEF)

ED 453 829 IR 020 838

Parsad, Basmat; Skinner, Rebecca; Farris, Elizabeth
Advanced Telecommunications in U.S. Private Schools: 1998-99. Statistical Analysis Report.
PUB DATE- 01
NOTE- 157p.; Project Officer: Shelley Burns. Currently only available online.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Computers; *Computer Uses in Education; Computers; Educational Equipment; Educational Technology; Elementary Secondary Education; *Internet; *Private Schools; Statistical Data; Tables (Data); Telecommunications
IDENTIFIERS- *National Center for Education Statistics

In fall 1995, the National Center for Education Statistics (NCES) conducted a survey of advanced telecommunications in private schools to provide baseline data on computer and Internet availability, and allow for comparisons with public schools. To revisit the issue of computer and Internet availability in private schools and measure changes since 1995, NCES, through its Fast Response Survey System, administered a second nationally representative survey of advanced telecommunications in private schools during the 1998-99 school year. Specifically, the 1998-99 survey focused on: computer and Internet availability, including the extent to which those resources were available for instruction; selected issues in the use of computers and the Internet, including instructional use of those resources, provision of teacher training, technical support for advanced telecommunications use, and barriers to the acquisition and use of advanced telecommunications; and the E-rate program and other external support for advanced telecommunications in schools. Findings show an increase in computer and Internet availability in private schools since the survey was first conducted in 1995. However, compared to public schools, private schools reported more students per instructional computer with Internet access, they were less likely to be connected to the Internet, and they reported proportionately fewer instructional rooms with Internet access. Data on the use of advanced telecommunications indicate that 45 percent of all private school teachers regularly used computers and/or advanced telecommunications for teaching in 1998-99, and almost two-thirds of all private schools offered or participated in some type of advanced telecommunications training for teachers. Relatively few private schools reported support for advanced telecommunications from the E-rate program. (Includes an index of tables.) (AEF)

(NCC) (New York). Using research material developed though institutional effectiveness studies, it incorporates comparisons with three peer groups for the 1996-97 academic year. Highlights include: (1) Nassau is more successful in the task of attracting first-time, full-time students than the comparison groups; (2) the number of students enrolled at Nassau Community College has remained stable over the last decade, decreasing by 3% since 1989; (3) from fall 1989 to fall 1999, the enrollment in the evening division dropped by 26%; (4) while the decline between fall 1997 and fall 1999 was less significant than in prior years, NCC must continue its work to address the core issues of declining enrollment for both part-time and evening students; (5) in national studies, 56% of students who began their postsecondary education at a community college in fall 1989 stayed (persisted) to their second year. For the same time period, 71% of Nassau Community College students stayed (persisted) for a second year; and (6) for the fall 1991 and fall 1992 cohort years, Nassau's graduation rate was slightly below that of all State University of New York community colleges but above for fall 1994 and 1995. (JA)

ED 453 850   JC 010 401

Willett, Terrence
Cabrillo College Transportation Study.
PUB DATE- 01
NOTE- 13p.; Produced by Cabrillo College, Planning and Research Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Commuter Colleges; Organizational Objectives; Strategic Planning; *Student Transportation; *Traffic Circulation; *Transportation; Two Year Colleges; Vehicular Traffic
IDENTIFIERS- *Cabrillo College CA

This report provides results of the survey and other sources of information which have been used to develop a transportation management plan at Cabrillo College (California). In 2000, Cabrillo College organized a Transportation Management Committee to review the existing transportation situation and develop and implement a plan with the goal of reducing single occupant automobile trips to and from the College. One step in reviewing the current state consisted of surveying the College students, staff, and faculty to assess their transportation behaviors and incentives and disincentives to alternative transportation. This study indicates that: (1) most trips by Cabrillo students, staff, and faculty are solo automobile commutes--close to 75% of employees drive alone to work; (2) carpooling and bussing are the two most frequently used alternatives to cars; (3) buses seemed to receive the most interest as an alternative to solo driving; (4) primary bus motivators were automatically receiving bus passes and making bus trips quicker, such as through express buses or more direct routings to reduce bus changes; (5) increasing the number of bike lanes may encourage more bicycle riding; and (6) protecting the environment, reducing traffic congestion, and saving money were the reasons cited to consider alternative transit. (JA)

ED 453 851   JC 010 402

Willett, Terrence
English Holistic Assessment Validation.

conferences examining gender-specific issues concerning health and lifestyle, family life, education, and economics and career choices. They reviewed the information gathered and formulated recommendations for immediate action and for a dramatic change in how Maryland will address issues affecting girls and young women in the future. The recommendations included calls for additional research, policy initiatives, funding, and empowering educational programs to address the following problems affecting girls and young women: (1) behavioral problems and lack of health care; (2) rape, sexual abuse, sexual harassment, and fighting; (3) inadequate access to health information services and health care; (4) inadequate numbers of women in math, science, and technology programs; and (5) poverty, income disparity, and inadequate education/training and community supports for women. (The bibliography lists 19 references. Appendixes, constituting approximately 50% of the document, contain a description of future efforts needed and a report on the November 1997 conference on current and future roles of girls and young women.) (MN)

ED 453 358   CE 081 577

Goldstein, Norma; Navone, Susie; Bailey, Terryll
Skill Standards for Professional-Technical College Instructors and Customized Trainers.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 00
NOTE- 117p.; Project sponsored through the Federal School-to-Work Opportunities Act (CFDA 17.249).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Research; Employment Potential; Job Skills; Knowledge Base for Teaching; School Business Relationship; *State Standards; Statewide Planning; *Teacher Competencies; *Teaching Skills; *Technical Education; Technical Institutes; *Trainers; Two Year Colleges; *Vocational Education
IDENTIFIERS- Customized Training; *Washington

This document presents skill standards that aim to be portable to address the need for instructors to adapt to workplace and student diversity in their classrooms and labs and to provide learners with the best workplace skills possible. Introductory materials include background of the skill standards project and definition of terms. Section 1 provides a list of the 10 critical functions and the 56 key activities for professional-technical college instructors that were identified and validated by 78 instructors from Washington's 34 two-year colleges. Charts of the key activities contain these components for each key activity: performance indicators, technical knowledge (skills, abilities, tools), and employability skills (SCANS skills and foundational abilities). Section 2 describes and charts employability skills. Section 3 consists of local perspectives from the Boeing Company, labor unions, higher education, a college administrator, and participants. Section 4 provides the national context for skill standards and discusses their benefits and uses, process of building skill standards, and a continuous development process of skill standards to curriculum. Section 5 consists of a summary of critical work functions and key activities; skill standards for customized safety, drugs, substance abuse, alcohol and firearms, program evaluation; budgeting and cost control), (7) record keeping requirements, (8) recognition, and (9) the NCCER accreditation process (purposes of accreditation, the accreditation process, conducting an accreditation site visit, reaccreditation, accreditation costs, complaints, enforcement of accreditation, board of trustees decisions). The following items are appended: a copy of the self-assessment document; suggested guidelines for accreditation site visits and an accreditation visitor questionnaire; and an accreditation process flowchart. Concluding the document are 10 forms including: Stardardized Craft Training Process Registration and Release Form, the Registration of Craft Institute Certification Form and the Application of Accredited Training Unit form. (MN)

ED 453 375   CE 081 777

Lochner, Lance
Education, Work and Crime: Theory and Evidence. Rochester Center for Economic Research Working Paper No. 465.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; Comparative Analysis; *Crime; Crime Prevention; Criminals; Decision Making; *Education Work Relationship; Educational Attainment; Educational Benefits; *Educational Economics; *Employment Patterns; High School Graduates; *Human Capital; Influences; Investment; Labor Force Development; Law Enforcement; Longitudinal Studies; Models; Motivation; National Surveys; On the Job Training; Outcomes of Education; Postsecondary Education; Predictor Variables; Public Policy; Punishment; *Role of Education; Secondary Education; State Action; State Legislation; Statistical Analysis; Tables (Data); Theory Practice Relationship; Trend Analysis; Young Adults; Youth; Youth Problem Current Population Survey; Impact Studies; National Longitudinal Survey of Youth
IDENTIFIERS- Current Population Survey; Impact Studies; National Longitudinal Survey of Youth

A dynamic model of decisions to work, invest in human capital, and commit crime was developed and examined. By making all three activities endogenous, the model explains why older, more intelligent, and more educated workers tend to commit fewer property crimes of some types than others. The model includes the following predictions: (1) policies providing education, training, and work subsidies can reduce criminal activity; however, short-term wage subsidies only temporarily reduce crime at the expense of future crime rates; (2) a rise in youth crime should accompany the recent rise in returns to skill, whereas most adult crime rates may rise or fall; and (3) law enforcement policies increase education, training, and labor supply while reducing criminal activity. When the model's testable implications were studied by analyzing data from the National Longitudinal Survey of Youth (NLSY), Current Population Survey (CPS), and Uniform Crime Reports (UCR), both ability and high school graduation were found to significantly reduce criminal participation among young men in the NLSY. Evidence from the UCR and CPS indicated that states with higher high school graduation rates and more severe punishment policies have lower index property crime rates. (Fourteen tables/figures are included. The bibliography lists 42 references.) (MN) training organizations (NTOs) have a vital role to play in delivering the United Kingdom's skills agenda and that doing so will require strengthening their role. The agency particularly welcomes the fact that the NTO framework will do the following things: include clear statements of the core roles of NTOs; identify tools required to underpin the delivery of these roles; set out the need for strategic business proposals; and identify critical success factors and indicators demonstrating success. The agency believes that the following are among the challenges facing the NTO network: changes in the post-16 education and training arrangements; the need to work influentially with key bodies; the need to develop high-quality skills assessment; and the need to engage employers of all sizes in the sector. The agency supports the following core roles for NTOs: assessing and articulating current and future skill needs; leading action on sector skills development; and actively reviewing progress in meeting skills priorities. The agency considers that skills foresight, skills dialogues, and sector workforce plan the basis of a strategic process for sector skills planning and action, and believes that NTO groups could provide the basis for a restructured NTO network. (MN)

ED 453 392 CE 081 803

Sawbridge, Stephen J.
WWW.Raising Achievement: Internet Research Resources on Raising Achievement in Post-Compulsory Education. The Agency Comments.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Adoption (Ideas); Basic Skills; Computer Uses in Education; Delivery Systems; Educational Practices; *Educational Research; Educational Resources; Educationally Disadvantaged; Foreign Countries; Futures (of Society); Guidelines; Information Dissemination; Information Retrieval; Information Sources; Internet; Learning Modules; Learning Strategies; Literature Reviews; Mathematics Instruction; Mathematics Skills; Postsecondary Education; Remedial Instruction; Research Methodology; Research Needs; *Research Utilization; *School Effectiveness; School Holding Power; Skill Development; State of the Art Reviews; Success; Synthesis; Teaching Methods; Theory Australia; Canada; ERIC; Europe; New Zealand; *United Kingdom; *United States
IDENTIFIERS- Australia; Canada; ERIC; Europe; New Zealand; *United Kingdom; *United States

This document is intended to help practitioners and researchers in the United Kingdom find and use Internet-based research resources dealing with raising achievement. The introduction discusses the state of research into school effectiveness in the United Kingdom and elsewhere. Part A, which reviews available World Wide Web sites devoted to research on school effectiveness and raising academic achievement, discusses the following types of Web sites: intergovernmental and international; regional and national (including Web sites in Europe, the United States, Australia, and New Zealand); and institutional. Part B examines the following topics related to postsecondary education research in the United States: (1) the U.S. postsecondary education system (organization, structure,

Corporations; Taiwan

This document contains three papers on human resource development (HRD) in Asia. "The Experiences of HRD Professionals Participating in Continuing Professional Development in Taiwan" (Yu-Shu Jason Chen) reports on a study that was based on the method of hermeneutic phenomenology and conducted to describe and interpret the experiences of Taiwanese HRD professionals participating in continuing professional development. "What Is It Like to Be a Taiwanese HR Practitioner Performing HRD Tasks?" (Ya-Hui Bella Lien, Gary N. McLean) discusses the following themes, which were identified during an interpretive study in which seven HRD professionals were interviewed about their daily work experiences as HRD practitioners: (1) HRD is one aspect of human resource management; (2) HRD is equated with training in Taiwan; and (3) HRD success relies on the visions and support of top management. "A Study of Human Resource Development in Indigenous Firms and Multinational Corporations in East and Southeast Asia" (Kenneth R. Bartlett, John J. Lawler, Johngseok Bae, Shyh-Jer Chen, Tai Wai David Wan) presents a comparative study that revealed significant differences in the attitudes of HRD professionals toward provision of short-term and longer-term job-related training in multinational and locally owned corporations in four Southeast Asian countries. All three papers include substantial bibliographies. (MN)

ED 453 410   CE 081 833

Distance Learning. Symposium 4. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Educators; Adult Learning; Adult Students; Bachelors Degrees; *Blacks; Comparative Analysis; Computer Uses in Education; Conventional Instruction; *Delivery Systems; *Distance Education; Education Work Relationship; Educational Attainment; Family School Relationship; Graduate Study; Higher Education; Influences; *Labor Force Development; Nontraditional Students; Online Systems; Performance Factors; Predictor Variables; Student Attitudes; Student Experience; Teacher Attitudes; *Teacher Role; Teacher Student Relationship; World Wide Web
IDENTIFIERS- African Americans; Impact Studies; *Online Courses

This document contains three papers on distance learning and human resource development (HRD). "An Exploration of Perceived Differences in Teaching Roles between On-Site and On-line Instruction" (James J. Kirk) reports on a study in which 144 online instructors at selected institutions across the United States were asked to share their perceptions about the effect of online instructional delivery on the following 9 traditional teaching roles: authoritarian; counselor; discussion monitor; evaluator; subject matter expert; information presenter; instructional designer; mentor; and role model. "Factors Affecting Student Completion in a Distance Learning Mediated HRD Baccalaureate Program" (Hui-Chin Chu, Barbara E. Hinton) analyzes the impact of the following factors on nontraditional adult students' completion of a distance learning-mediated baccalaureate degree-level HRD program: demographics; number of technical and general education hours transferred; and work-

*Labor Force Development; Masters Programs; Predictive Measurement; *Program Evaluation
IDENTIFIERS- Graduate Management Admission Test; Stakeholders
This symposium on university programs consists of three presentations. "Institutional and Curricular Characteristics of Leading Graduate Human Resource Development (HRD) Programs in the United States" (K. Peter Kuchinke) reports a study on institutional arrangements, student enrollments, and core curriculum content and found a large degree of heterogeneity among program names, departmental affiliations, and specializations; declining student enrollment; increased part-time course taking; and disparity between course offerings and much current writing in the field. "Assessment of a Graduate Program in HRD: Perceptions of Key Stakeholders" (Julie A. Furst-Bowe, Joseph Benkowski) discusses these findings: overlap among courses; difficulty in providing administrative and student services to students; need for additional staff; lack of quality classrooms and instructional facilities; and quality and level of research and scholarship among faculty and students. "Predicting Academic Performance in Management Education: An Empirical Investigation of Master of Business Administration (MBA) Success" (Baiyin Yang, Xiaoping Rosa Lu) suggests that undergraduate grade point average was the most important predictor for the graduate academic performance, followed by Graduate Management Admission Test (GMAT) quantitative and GMAT verbal, while language made little contribution. All three papers include substantial bibliographies. (YLB)

ED 453 429   CE 081 852

Theory Building. Symposium 21. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Concept Mapping; Epistemology; *Human Capital; Human Resources; Job Skills; Labor Force Development; *Organizational Effectiveness; *Performance; *Theories; Theory Practice Relationship
IDENTIFIERS- Intellectual Capital; *Knowledge Management; Learning Organizations
This symposium on theory building consists of three presentations. "A Multilevel Theory of Organizational Performance: Seeing the Forest and the Trees" (Susan Reynolds Fisher) presents the process used to develop this theory and analyzes emergent insights. It discusses how the theory succeeds in mapping relationships across aspects and levels of performance that have previously been isolated by level and also enhances current levels models by using a social collective perspective to operationalize performance capacities arising from the uniquely human aspects of organizations. "Is Knowledge in the Head or in the World?" (Richard J. Torraco) begins to lay a theoretical foundation for research on how workers attain competence in dealing with rapidly changing work situations using Dubin's theory building methodology. "A Performance Perspective Synthesizing Intellectual Capital, Knowledge Management, and Organizational Learning" (Carson R. Arnett) advances the discussion of theory building aimed at improving "knowledge worker productivity." It presents the

Social Cognition; Theory Practice Relationship; Voluntary Agencies
IDENTIFIERS- Critical Reflection; ISO 9000; *Learning Organizations; Malaysia; *Occupational Behavior

This symposium on learning organization consists of three presentations. "Perception of Learning Culture and Concerns About the Innovation on Use of Innovation: A Question of Level of Analysis" (Rebecca Fatima Sta. Maria, Karen E. Watkins) reports a study of the relationship between organizational members' perception of learning culture and concerns about the innovation and their influence on use of one innovation (ISO 9000) in the Malaysian public sector across 11 organizations. It suggests that theories that try to explain organizational innovation implementation be tested across organizations and take into account organizational context "'Shared Vision': Are We at Risk of Creating Monochromatic Organizations?" (Verna J. Willis) is a case study of the formation of a voluntary organization that found that differences in points of view and in personal aspirations could not be papered over by the real caring that group members developed for one another and that shared vision meant different things to different people and in general was an idealized concept that never reached full fruition in the organization. "Critical Reflective Working Behavior: A Survey Research" (Marianne van Woerkom et al.) operationalizes critical reflective working behavior and raises the question of which factors have impact on critical reflective working behavior. It finds that self-efficacy and participation are important influencing factors. (YLB)

ED 453 447   CE 081 871

Martens, Hilda
Construction of an Action-Research Project about an Organizational Change Process in a Bureaucratic Organization. Innovative Session 7. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 10p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Administrator Attitudes; Adult Education; Bureaucracy; *Cooperation; Decision Making; Developed Nations; *Experiential Learning; Foreign Countries; Government Employees; Governmental Structure; Grouping (Instructional Purposes); Human Resources; Labor Force Development; *Organizational Change; Public Agencies; Public Sector; *Training
IDENTIFIERS- *Belgium; Customer Services; *Social Constructivism; Train the Trainer

This innovative session used two "key moments" to interpret an action research case study of the ongoing reorganization of the Belgian Tax Ministry. Both the research and the session used a social constructivist framework. The reorganization consisted of these phases: contracting, exploratory, in-depth, advisory, implementation of the restructuring, and organizational change. The first key moment, the contracting phase, illustrated efforts to develop collaboration between the researchers and the Ministry civil servants. The second key moment, the design and execution of the training process to support the organizational change phase, illustrated efforts to change or available in their communities. Unfortunately the nation is facing a shortage of school counselors, and new federal initiatives aimed at expanding students' access to services must begin by helping schools hire more counselors and support effective counseling programs. As school counselors face the challenges of providing more comprehensive programs, they need continuous support from policymakers, administrators, teachers, and parents. Policies need to promote consolidation of resources to address barriers to learning. Policymakers need to understand the importance of funding programs for prevention and early intervention that address children's emotional, social, personal, and learning problems. (Contains 33 references.) (JDM)

ED 453 467   CG 030 945

Student Transitions: Intentions of Manitoba Senior 4 Students. Phase 1 of a Longitudinal School-Work Transitions Study (June 1999).
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; *Career Planning; *Education Work Relationship; Foreign Countries; *High School Seniors; Higher Education
IDENTIFIERS- Manitoba; *Transition Time

The Manitoba Education and Training Program launched a longitudinal student transitions study in 1999 to gain a better understanding of the various routes taken by Senior 4 (S4) students in their pursuit of a post-secondary education and work experience. The first phase of the study surveyed the S4 students as they completed their final year of high school. The intent was to provide educators and policymakers with information to help guide education renewal for future students. The study determined that most students intended to pursue a post-secondary institution and/or work after graduation and almost half planned more than one activity. The major influencing factors to students in planning their future were the advice given by parents or guardians, having good grades, and the personal goal of pursuing a specific job or career. The major barrier identified by students in their ability to achieve their future plans was not having enough money. The findings can be used by policymakers and educators to gain insight into the future plans of high school graduates; factors that influence students as they plan for their future; and barriers students view as potentially affecting their ability to fulfill their future plans. Appendixes include: Sampling Methodology and Questionnaire. (Author/JDM)

ED 453 468   CG 030 947

Ronas, Andrea; Berkson, Nancy; Goh, David
Job Activities of the School Psychologist in Inclusive Educational Settings.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

barriers to seeking and receiving treatment. Identifying and treating those in need of mental health services will require more effective screening techniques. Additional studies of low-income women could provide helpful information on the onset, course, and treatment of depression. (Contains 157 references.) (JDM)

ED 453 488 CG 030 972

Brandon, Richard N.
Impact of Peer Substance Use on Middle School Performance in Washington. Interim Report to the Division of Alcohol and Substance Abuse, Department of Social and Health Services, State of Washington.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.
PUB DATE- 00
NOTE- 74p.; Produced with Hoai Tran, Michael Bence, and Incho Lee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Antisocial Behavior; *Drug Education; *Grade 7; *Illegal Drug Use; *Middle School Students; Middle Schools; *Peer Influence; Prevention; Prosocial Behavior; School Culture
IDENTIFIERS- *Washington

This report examines the influence of peer substance use on school performance among 7th grade students in Washington State. The study consisted of two components. The first examined the relationship between substance use and school performance and explored the factors that affect school performance. The second examined the ways variables such as school, community, and peers related to each other and to harmful substance use. The analysis was based on results from the Washington State Survey of Adolescent Health Behavior conducted in 1998. The findings showed a strong relationship between peer group substance use and individual Washington State math and reading standards test scores, when factors such as gender and race were controlled. The difference between no or low drug and alcohol use in a student's peer group in middle school was associated with loss of points on the reading and math tests. The most important identified predictor of peer harmful substance use was a scale factor known as early antisocial behavior. Effective prevention programs aimed at facilitating prosocial school culture may help decrease deviant behavior, thus contributing to a decrease in substance use and an increase in academic achievement. (Contains 3 appendixes, 6 tables, 8 figures, and 30 references.) (JDM)

ED 453 489 CG 030 973

Berger, Joseph B.; Malaney, Gary D.
Assessing the Transition of Transfer Students from Community Colleges to a University.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Seattle, WA, March 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College

Futures (of Society); Instructional Effectiveness; *Learning Disabilities; Position Papers; *Reading Instruction; *Special Education; *Student Needs
IDENTIFIERS- *Individuals with Disabilities Education Act; *Reading Recovery Projects

This article sees Reading Recovery as a tool for systemic change that has the potential to reduce the number of children classified with learning disabilities. The article contends that as the United States Congress meets to revisit the "Individuals with Disabilities Education Act" (IDEA), it is imperative that they develop an awareness of critical educational research regarding successful early intervention practices, particularly Reading Recovery. It points out that in the author/educator's district, over a 5-year period, 175 first graders have successfully passed through Reading Recovery, but only 5 of these students have been referred to special education. The article argues that the goal of IDEA should be to stop the relentless referral of young children to special education because of reading failure when as many as 90% can be saved by strategic early intervention in the first grade through Reading Recovery. It notes that two reports have been released recently, one from the National Center for Learning Disabilities and another from the International Reading Association, which underscore the need for Congress to reconsider the way special education is implemented and children's needs are met. The paper calls for legislative support for research-based intervention, citing a speech by Kenneth Wilson, a Nobel Prize winner in physics, in which he described the effective school programs of the future--programs would include continuing professional development, reflective practice, quality control over the long run, successful scaling up, good marketing, and an acceptance of cost as a secondary issue to outcomes and achievement. (NKA)

ED 453 512 CS 014 308

Jones, Noel
Rationale for Teaching at Least Four Reading Recovery Children.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Guidelines; *Literacy; Primary Education; *Reading Instruction; Teacher Education; Teacher Role
IDENTIFIERS- *Reading Recovery Projects

The Guidelines and Standards of the Reading Recovery Council of North America require that a Reading Recovery teacher "teach at least four children individually for 30 minutes daily in a school setting." This guideline may be perceived as constrictive or arbitrary, but it was established because of the importance to Reading Recovery teacher training, and the purposes of Reading Recovery as a system intervention to reduce reading failure and to the maintenance of program integrity. The paper first considers training and professional development, and then considers system implementation and program integrity. (NKA)

ED 453 513 CS 014 310

Anderson, Nancy
Language Patterns That May Help or Hinder Learning: Taking an Inventory of Your Assumptions.
PUB DATE- 99

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; *English Instruction; Fairy Tales; *Language Arts; Literary Devices; Literary Genres; *Literature Appreciation; *Middle Schools; Picture Books; Thematic Approach
IDENTIFIERS- Historical Fiction; Realistic Fiction

This book offers suggestions for developing literary experiences that provide middle-grade students with opportunities to build an awareness of literary elements, genre, and the craft of authors and artists, and to learn strategies for exploring multiple meanings in literary texts. The literary experiences in the book are developed within a series of thematic units that can serve as the building blocks for a literature program. For this second edition, each chapter has been revised and updated, one new chapter has been added, and the Appendix has been expanded. More picture books were added to the classroom collections that form the core of the group and independent reading experiences in the context of literature units. Chapters in the book are: (1) Developing a Literature Program with Thematic Units; (2) Friendship Stories; (3) Modern Fairy Tales and Traditional Literature: Revisions and Retellings; (4) Dilemmas and Decisions: Internal Conflict in Realistic Fiction; (5) Family Stories; (6) Artists in Fiction and Nonfiction; (7) War and Peace: Historical Fiction and Nonfiction; (8) On Their Own; (9) Between Two Worlds; and (10) "Cinderella" Variants: Building a Global Perspective. An Appendix contains 94 resources for teachers--books about children's literature, periodicals, literary experiences in the classroom, and online resources. (RS)

ED 453 532 CS 217 373

Peel, Robin; Patterson, Annette; Gerlach, Jeanne
Questions of English: Ethics, Aesthetics, Rhetoric and the Formation of the Subject in England, Australia and the United States.
PUB DATE- 00
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *English Curriculum; *English Teacher Education; Foreign Countries; Higher Education; *Intellectual Disciplines; Outcome Based Education; *Teaching Methods
IDENTIFIERS- Australia; England; United States

This book sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterize it. Drawing on a combination of historical analysis and recent research findings, it brings together and compares important new insights on curriculum development and teaching practices from England, Australia, and the United States. The book discusses the place of English in the elementary schools and universities; the development of teacher training and the variety of ways in which teachers build their own beliefs about knowledge about English; the relationship between the teaching of English and the formation of the citizen and the international move towards outcomes based assessment. After a preface and an introduction by Robin Peel, essays in Part I (England: Questions of History, Theory and Curriculum) are: (1) "'English' in England: Its History and Transformations" (Robin Peel); (2) "Beliefs about 'English' in

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Higher Education; Personal Narratives; *Writing Attitudes; *Writing Difficulties
IDENTIFIERS- *Personal Writing; *Voice (Rhetoric); Writing Contexts

This article tells the story of a writer for whom "voice" is an important element that he feels he once had but has lost in his writing. The article mostly places the blame on his trying to please teachers and professors and listening to their comments about his writing. It quotes many scholars (such as Lev Vygotsky and Jerome Bruner) and authors (such as Truman Capote and T.S. Eliot) on just what "voice" is, but the writer's own definition does not exactly satisfy him. It concludes that perhaps "voice" can only be defined by living it, narrating it, writing it, and the writer hopes that he might find his voice again within the "fragments" he experiences in his life. (NKA)

ED 453 552 CS 217 584

Hoh, Pau-San; Kirtland, Joe
An Emergentist Model for Writing in Mathematics.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Content Area Writing; Discourse Analysis; *Evaluation Methods; Higher Education; Mathematics; *Writing Across the Curriculum; *Writing Evaluation; Writing Processes; Writing Research
IDENTIFIERS- *Writing Thinking Relationship

In spite of the widespread implementation of Writing Across the Curriculum (WAC), there remains little concrete evidence of the writing-thinking connection. This paper proposes a new research method that tracks students' performance and production at a deeper level of specificity than that in previous investigations of this relationship, e.g., in process studies. The method involves comparative text analyses of students' drafts along key conceptual dimensions as measured through their linguistic indicators (reference, syntax, modality). In the past, linguistic indicators have often been treated as isolated sentence-level errors. In contrast, the proposed analytical method--based on emergentist/connectionist approaches in the cognitive sciences--shows how these elements function in concert to demonstrate student's developmental paths. The results were obtained from freshman writing-mathematics course clusters emphasizing revision in academic and professional writing. Assignments included feasibility studies on identification number systems and research papers proposing mathematical solutions to real-world problems. Text analyses were conducted of all drafts generated, yielding detailed profiles of individual student's difficulties at each phase of the writing and conceptualizing process. Contains 38 references, and 6 tables and 4 charts of data. (Author/RS)

ED 453 553 CS 510 558

PUB DATE- 01
NOTE- 5p.; Published four times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Elementary Secondary Education; *Paraprofessional Personnel; *Principals; Public Schools; *Supervisory Training; *Teacher Aides

Paraeducators were first introduced into American classrooms in response to teacher shortages during the early years of the post-World War II baby boom. Today, they are major participants in the delivery of education and special services, from early childhood through high school, for children with and without disabilities, and for those who speak English as a first or second language, especially in inclusive classrooms. Rural and small schools, which often have limited resources and difficulty attracting highly qualified teachers, are particularly dependent on paraeducators, whose roles and responsibilities have become increasingly complex in recent years. Although they enjoy an important role in American education, their rapid growth has given rise to a number of concerns: many paraeducators spend up to 50 percent of their time providing instruction to individual students with no teacher present; many currently lack formal (or even informal) training and a recognized place within the school, despite the fact that they may have as many as 20 or even 30 years of classroom experience. Paraeducators often are hired the day that school starts, have no formal job description, have no mailbox to receive school information, and are generally excluded from inservice or orientation training offered to the professional staff. This article offers ways in which principals can show paraeducators that they recognize the valuable contribution they make to schools, like providing mailboxes and including them in internal mailings, including them in faculty meetings, including them in parent-teacher conferences, providing time for teachers and paraeducators to plan their work together, and orienting paraeducators hired during the school year. (DFR)

ED 453 574 EA 031 012

Lashway, Larry
The State of Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.; Published four times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accountability; *Competency Based Education; *Educational Change; Elementary Secondary Education; *Evaluation; Public Schools; Scores

All 50 states are moving toward accountability systems that involve setting clear standards of learning, assessing student progress on those standards, and providing a variety of incentives and sanctions for performance. Many educators remain profoundly ambivalent; however, they recognize opportunities for positive change but worry that a narrow definition of standards and assessment will restrict their efforts to provide for the individual needs of students. Also, while parents they continue to express strong support for standards-based

Secondary Education; *Intervention; Parent School Relationship; *Prevention; School Community Relationship; School Counseling; Student School Relationship; *Violence

Children are threatened, teased, taunted, and tormented by schoolyard bullies every day in the nation's schools. In a study of junior high and high school students from small Midwestern towns, 88 percent of students reported having observed bullying, and 76.8 percent indicated that they had been a victim of bullying at school. Bullying can interfere with learning and often leads to greater and prolonged violence. Research and experience suggest that comprehensive action involving teachers and other school staff, students, parents, and community members are likely to be more effective than purely classroom-based approaches. Several model violence-prevention programs are described in this manual including that of Norwegian researcher Dan Olweus which is described in detail. Other effective programs are "Expect Respect," "Bully-Proofing Your School," "Respect & Protect," "No Bullying," and "Second Step." Bully prevention guides include "Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students," "Quit it! A Teacher's Guide on Teasing and Bullying," and "Bullying," which includes a teacher's guide and video. The manual concludes with a listing of references, bullying videos, and bullying books for children. (RT)

ED 453 593   EA 031 040

U.S. Department of Education, Office of Inspector General Semiannual Report to Congress No. 42, October 1, 2000-March 31, 2001.

PUB DATE- 01

NOTE- 44p.; For the previous semiannual report, see ED 447 567.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Financial Audits; Government Publications; *Money Management; *Organizational Change; *Organizational Effectiveness

IDENTIFIERS- *Department of Education

The Office of Inspector General responded to a joint request by the House and Senate to update them on its audit, investigation, and inspection efforts on the most significant challenges facing the Department of Education for the October 1, 2000 to March 31, 2001 period. These challenges include improving financial management; improving the management of information technology; strengthening systems security; designing and implementing effective internal systems controls for preventing fraud, waste, and abuse; ensuring that correct measures are selected to place appropriate focus on program performance and that data sources for measures are of sufficient quality; developing and implementing the Student Financial Assistance systems Modernization Blueprint; moving the Department of Education to a paperless environment; balancing compliance monitoring and technical assistance to meet accountability and flexibility needs; and obtaining income verification from the Internal Revenue Service to prevent fraud. Appendices include recommendations not completed in earlier reports; audit service reports on Education Department programs and activities; audit reports issued by the Inspector General with questioned costs and recommendations for better use of funds; unresolved reports issued prior to October 1, 2000; cumulative actions of investigative services; collections from audits and investigations; and a statistical profile of

State Superintendent's Special Education Advisory Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Graduation; Knowledge Base for Teaching; Preschool Education; *Special Education; *Student Placement; Suspension; Transitional Programs
IDENTIFIERS- *Wisconsin

This state improvement plan outlines goals and objectives for improving special education services to students with disabilities in Wisconsin. The first goal (students with disabilities will demonstrate skills which will engage them to become independent, productive, and included citizens in society) contains objectives that address graduation rates and participation and performance on statewide achievement tests. The second goal (students with disabilities will have supportive learning environments and resources to help all student become caring, contributing, and responsible citizens) contains objectives that relate to participation in the regular education environment and decreasing suspension rates of students with disabilities. The third goal (students with disabilities will receive individualized planning and appropriate instruction from qualified staff) contains objectives relating to knowledge and skills of educators, training for paraprofessionals, and knowledge of eligibility criteria. The last goal (students with disabilities will have a foundation for learning and successful transitions enhanced by collaborative partnerships among families, schools, and communities) contains objectives relating to interagency cooperation. The report contains pie charts and graphs charting statistics on student placement, graduation, assessment participation, suspension rates, and teacher licensure. (CR)

ED 453 613 EC 308 421

Clair, Tricia; Gruhn, Sandra; Harris, Suzy
Transfer of Rights: A Special Education Technical Assistance Document.
PUB DATE- 00
NOTE- 22p.; Developed in collaboration with Meg Nightingale and Beverly Sall.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Legal Responsibility; *Personal Autonomy; Secondary Education; *Self Advocacy; *Self Determination; *State Regulation; *Student Rights
IDENTIFIERS- *Oregon

This report explains the transfer of legal rights to students with disabilities at age 18 in Oregon. Sections of the report address: (1) the rights that transfer to the student; (2) the rights that parents keep; (3) school district notice requirements; (4) alternatives to the transfer of rights, including the appointment of a surrogate parent by the school district at the student's request or though a court appointed guardianship; (4) the role of the surrogate parent and the guardian; (5) preparing for the transfer of rights; (6) self-advocacy; and (7) ensuring students develop the skills

Assistive Technology for Young Children.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); Child Development; Computer Assisted Instruction; *Computer Uses in Education; *Disabilities; *Early Intervention; Family Involvement; Individualized Family Service Plans; Infants; Play; Preschool Education; Quality of Life; Toddlers; Toys
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This issue of the "Early Childhood Bulletin" explains the developmental and learning implications of play for very young children and outlines ways in which assistive technology can open doors to play for children with disabilities. The importance of incorporating assistive technology into a child's early intervention program through the Individualized Family Service Plan (IFSP) is discussed, and definitions for related terminology from the Individuals with Disabilities Education Act (IDEA) is included. (SG)

ED 453 634 EC 308 558

Wells, Nora
Medicaid/EPSDT Funding for Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Health; *Disabilities; *Early Intervention; *Eligibility; *Financial Support; Parent Participation; Parent Rights; Preschool Education; Primary Health Care; Special Education
IDENTIFIERS- *Medicaid

This article discusses Medicaid's EPSDT (Early and Periodic Screening, Diagnosis and Treatment) program, which is a significant funding source for a wide variety of early intervention services for Medicaid eligible children. Strategies and questions that can help clarify and improve programs in each state are discussed, and important issues to consider as the nation grapples with health care reform are identified. Some of these include: (1) Medicaid eligibility; (2) requirements of Medicaid's EPSDT program; (3) benefits/reimbursable services under the program; (4) implications for early intervention programs; (5) potential problems; (6) strategies for advocating for fuller implementation of EPSDT; (7)questions for families and advocates to ask about EPSDT; and (8) health care reform. (SG)

ED 453 635 EC 308 559

Leadership from the Middle: Parents as Partners for Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 8p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English

NOTE- 453p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingualism; Code Switching (Language); Cultural Maintenance; *Educational Policy; Ethnic Groups; Foreign Countries; Heritage Education; Immigrants; *Language Attitudes; Language Maintenance; Language Minorities; *Language Planning; *Languages; National Programs; Official Languages; Politics of Education; *Public Policy; School Role; Second Language Instruction; Second Language Learning; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- Australia; Botswana; Brazil; Burundi; Canada; France (Corsica); Hong Kong; Kenya; Malta; Peru; Quebec; Switzerland; United Kingdom

Chapters in this volume include the following: "Co-Constructing School Safetime: Safetalk Practices in Peruvian and South African Classrooms" (Nancy H. Hornberger, J. Keith Chick); "Codeswitching and Collusion: Classroom Interaction in Botswana Primary Schools" (Jo Arthur); "Language and Educational Inequality in Primary Classrooms in Kenya" (Grace Bunyi); "The Contradictions of Teaching Bilingually in Postcolonial Burundi: From Nyakatsi to Maisons en Etages" (Lin Ndayipfukamiye); "Turn-Taking and the Positioning of Bilingual Participants in Classroom Discourse: Insights from Primary Schools in England" (Marilyn Martin-Jones, Mukul Saxena); "Symbolic Domination and Bilingual Classroom Practices in Hong Kong" (Angel M. Y. Lin); "'Like You're Living Two Lives in One Go': Negotiating Different Social Conditions for Classroom Learning in a Further Education Context in England" (Celia Roberts, Srikant Sarangi); "Constructing Hybrid Postcolonial Subjects: Codeswitching in Jaffna Classrooms" (Suresh Canagarajah); "Language Values and Identities: Codeswitching in Secondary Classrooms in Malta" (Antoinette Camilleri Grima); "Classroom Interaction and the Bilingual Resources of Migrant Students in Switzerland" (Lorenza Mondada, Laurent Gajo); "Authority and Authenticity: Corsican Discourse on Bilingual Education" (Alexandra Jaffe); "Languages of State and Social Categorization in an Arctic Quebec Community" (Donna Patrick); "Collusion, Resistance, and Reflexivity: Indigenous Teacher Education in Brazil" (Marilda C. Cavalcanti); "Telling What Is Real: Competing Views in Assessing ESL Development in Australia" (Helen Moore); "Legitimate Language in a Multilingual School" (Monica Heller); "Youth, Race, and Resistance: A Sociolinguistic Perspective on Micropolitics in England" (Ben Rampton); "Education in Multilingualism Settings: Stakes, Conditions, and Consequences" (Monica Heller, Marilyn Martin-Jones). (KFT)

ED 453 661   FL 026 721

Belcher, Diane, Ed.; Connor, Ulla, Ed.
Reflections on Multiliterate Lives. Bilingual Education and Bilingualism 26.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Arabic; Bilingualism; Chinese; Code Switching (Language); *English (Second Language); Finnish; French; German; Hebrew; Hindi; Immigrants; *Interviews; Japanese; Multilingualism; Persian; *Personal Narratives; Second Language Instruction; Second Language Learning; Sociolinguistics;

Cunningham-Andersson, Una; Andersson, Staffan
Growing Up with Two Languages: A Practical Guide.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Code Switching (Language); Family English Literacy; Foreign Countries; Immigrants; Interference (Language); Internet; Interviews; Language Acquisition; Language Attitudes; Language Dominance; Language Minorities; Native Speakers; Parent Influence; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Sweden

The lives of many families involve contact with more than one language and culture on a daily basis. This book is aimed at the many parents and professionals who feel uncertain about the best way to go about helping children gain maximum benefit from the situation. Every family's situation is different, but there is much parents can do to make life with two languages easier for their children. This book is illustrated by glimpses of life from interviews with 50 families from all over the world. The trials and rewards of life with two languages and cultures are discussed in detail, followed by practical advice on how to support the child's linguistic development. In addition to a glossary, bibliography, and index, there are four appendices offering information on how to organize a workshop on raising children with two languages, ways to support a child's development in two languages, documenting a child's linguistic development, and Internet resources for two language families. (Contains 28 references.) (KFT)

ED 453 683 FL 026 745

English, Judith P.; Leafstedt, Jill; Gerber, Michael M.; Villaruz, Jessica
Individual Differences in Phonological Skills for Spanish Speaking Kindergartners Learning English: Relationship between English and Spanish Phonological Measures.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Emergent Literacy; *English (Second Language); *Individual Differences; Kindergarten; Linguistics; Longitudinal Studies; Phonemics; *Phonology; Reading Skills; Second Language Instruction; Second Language Learning; *Spanish Speaking; Student Evaluation; Tables (Data)

Phonological awareness is one of the strongest predictors of success in learning to read. Recent research findings indicate that the development of proficiency in the first language (L1) reading structures may significantly influence reading acquisition in a second language (L2). However, little is yet known of the predictive relationship of phonemic awareness and reading ability or disability for low performing pre-literate

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Databases; Higher Education; *Journal Articles; *Problem Based Learning; Resources; *Search Strategies; Stress Variables; Student Attitudes; User Needs (Information); Veterinarians; *Veterinary Medical Education
IDENTIFIERS- Cornell University NY

Faculty at the College of Veterinary Medicine, Cornell University, have developed a bibliographic database of articles to support problem based learning. The database, its role in the curriculum, and its effectiveness in guiding, without undermining, self-directed learning were studied, using the goals of problem based learning as a framework. Students' self-reports in the form of end-of-course student evaluations were used to learn how students use the database and perceive its impact on student learning. Responses of 3 cohorts of approximately 84 students each representing 2 courses were analyzed. Many students in both courses used the database and found it useful in addressing learning issues. The database did not eliminate the "search stress" students had described, but findings suggest that there are two types of search difficulty. One was related to the mechanics of obtaining and copying papers, and the other was centered on learning hot to cope with too much information and reading for new key concepts. On the whole, the goals of the database appear to have been met. A majority of students in both courses used the resource to access relevant primary literature, and the database helped students focus on a smaller collection of key articles rather than the huge results often found in a Medline search. (SLD)

ED 453 706 HE 034 028

Peaceful Death: Recommended Competencies and Curricular Guidelines for End-of-Life Nursing Care.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competence; *Curriculum Development; *Death; Higher Education; Nurses; *Nursing Education

A group of health care ethicists and palliative care experts convened by the American Association of Colleges of Nursing developed a set of competencies that should be achieved through nursing curricula. The purpose of the 15 competency statements is to assist nurse educators in incorporating end-of-life content into nursing curricula. Every undergraduate nursing student should attain these competencies. Few schools would be expected to offer a discrete course in end-of-life care, and it is suggested that these competencies be incorporated into existing curricula, especially in the areas of : (1) health assessment; (2) pharmacology; (3) psychiatric and mental health nursing; (4) nursing management; (5) ethics and legal issues; (6) cultural issues; (7) nursing research; and (8) professional issues and health care settings. (SLD)

ED 453 707 HE 034 029

Brilhl, Deborah S.
Tips and Suggested Activities for a Web Based Introduction to Psychology Class.
PUB DATE- 01

based learning module with hands-on demonstration and an Internet discussion group. All lecture and supplemental materials came from the same instructional materials supplier. Results suggest that students scored significantly higher on material presented through the active learning teaching style without computer technology than students who were presented with material using the computer-based technology. The in-class active learning approach that did not use computer technology was associated with better performance in this class. Students were asked about the advantages and disadvantages of using computer technology in class, and their responses provide some explanations for the current findings and some suggestions for future research. (SLD)

ED 453 728 HE 034 052

Moorhouse, Dian R.
Effect of Instructional Delivery Method on Student Achievement in a Master's of Business Administration Course at the Wayne Huizenga School of Business and Entrepreneurship.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Distance Education; *Graduate Students; Graduate Study; Higher Education; *Student Attitudes; *Teaching Methods
IDENTIFIERS- *Nova Southeastern University FL

The purpose of this study was to determine the effect of instructional delivery method on student achievement by examining the application of two different delivery methods to separate groups of students enrolled in different sections of the same Master's in Business Administration course at Nova Southeastern University, Florida. For each section, instructor, text, assignments, and examination were identical. One group of 20 students received traditional, face-to-face instruction in a classroom setting, with classes delivered in a weekend format. The other group of 15 students received electronically mediated instruction, with instruction delivered online and discussion transpiring between student and instructor via e-mail and online discussion group. Student performance was operationally defined as the score on a midterm examination. Findings reveal that there was no statistically significant difference in the mean test scores for the two groups. (Contains 18 references.) (Author/SLD)

ED 453 729 HE 034 053

Enrollment by Place of Residence in Maryland Institutions of Higher Education, Fall 2000.
PUB DATE- 01
NOTE- 125p.; For the 1985 report, see ED 268 917.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; College Freshmen; *College Students; *Enrollment Trends; *Geographic Location; Graduate Students; Higher Education; In State Students; Out of State Students; *Place of Residence; Private Colleges; Professional Education; Public Colleges; Tables (Data); Undergraduate Students
IDENTIFIERS- *Maryland

This report provides information concerning places of reference should provide intervention to enhance the level of ego development for some minority students, especially African American females. College administrators could address some of the negative perceptions members of some ethnic groups hold about others, as exemplified by the attitudes of many Asian international students toward African American students. To promote the success of Latino students, efforts should be concentrated on financial aid, academic support systems, social and cultural support systems, and the campus environment. Those responsible for higher education must work for a cultural shift broad enough to level the playing field for minority students. (SLD)

ED 453 749   HE 034 075

Hauptman, Arthur M.; Hamill, Matthew W.; Wellman, Jane V.; Rodriguez, Esther M.; Mingle, James R.; Michaelson, Martin; Novak, Richard; Johnson, Neal
Ten Public Policy Issues for Higher Education in 2001 and 2002. Public Policy Paper Series.
PUB DATE- 01
NOTE- 26p.; For the 1999-2000 issue of "Ten Public Policy Issues for Higher Education," see ED 432 181. Edited by Daniel J. Levin and Charles S. Clark.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Budgets; College Athletics; *College Faculty; *Economic Factors; *Educational Policy; Federal Legislation; Futures (of Society); *Higher Education; *Public Policy; State Legislation; Tax Allocation; Teacher Education

This paper highlights the major federal and state public policy issues that will affect higher education in 2001 and 2002. Its purpose is to provide board members and other higher education officials with brief descriptions of the most important public policy issues. Each issue is defined, with a brief summary and a discussion in greater depth. Information sources are provided for each issue. The issues identified are: (1) tax cuts and the federal budget; (2) effects of the expected economic slowdown; (3) affirmative action and recent court decisions; (4) student aid policies; (5) economic and workforce development; (6) information technology and access to information; (7) teacher training and quality; (8) public perceptions of higher education; (9) standards, accountability, and high-stakes testing; and (10) intercollegiate athletics. (SLD)

ED 453 750   HE 034 076

Gerdy, John R.
Facing Up to the Conflict between Athletics and Academics.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 01
NOTE- 18p.; Published three times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Athletics; *Educational Change; Higher Education; Values
IDENTIFIERS- *Reform Efforts

The release of "The Game of Life: College Sports and Educational Values" by William G. Bowen and James L. Shulman and the recent partnership of federal government, states, and institutions that has eroded over the past decades. (Contains 17 figures and 17 references.) (SLD)

ED 453 771 HE 034 100

Vernez, Georges; Mizell, Lee
Goal: To Double the Rate of Hispanics Earning a Bachelor's Degree.
SPONS. AGENCY- Hispanic Scholarship Fund, San Francisco, CA.; Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; Costs; *Educational Attainment; Educational Objectives; Enrollment; Higher Education; *Hispanic American Students; School Holding Power

The Hispanic Scholarship Fund (HSF) set the goal of doubling the rate at which Hispanics earn bachelor's degrees. To gain a better understanding of what this would entail, HSF asked RAND to examine the implications of current trends and the costs and benefits of different approaches toward meeting the goal within 10 years. The study found that a combination of strategies focusing on all levels of education could double the college graduation rate of Hispanics, and that the benefits of achieving this goal would far outweigh the cost of accommodating the increase in school and college enrollment. Even including the extra costs for a range of programs that will be needed to support Hispanic students to continue their education and stay in school, the public would still gain in the form of increased revenues generated over the lifetime of the cohorts of Hispanics that would graduate from college. To estimate the costs of meeting the goal, the study considered three sets of strategies that focused on different levels of the education system: (1) those that targeted middle school and high school students; (2) those that facilitate the transition from high school to college; and (3) those that focus on keeping students in college until they graduate. Doubling the rate at which Hispanics earn bachelor's degrees would mean increases in enrollment of about 2% in U.S. high schools and 8% in colleges. These estimated increases in enrollment would be in addition to a 10% increase required to meet the projected growth of all college students in the next decade. There are two types of costs to be considered: investment needed to expand the capacity of high schools and colleges and investment in programs to help prepare and motivate Hispanic students. Some recommendations are made for achieving these goals. (Contains 22 figures and 31 endnotes.) (SLD)

ED 453 772 HE 034 101

Fjortoft, Nancy F.; Zgarrick, David P.
Developing the Care in Pharmaceutical Care.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Measures (Individuals); Pharmaceutical Education; *Pharmacists; Pharmacy; Predictor Variables; *Student Attitudes
IDENTIFIERS- *Caring

Educational Development; Elementary Secondary Education; Higher Education; Nontraditional Education; *Online Courses; Online Systems; *Teaching Methods; Training; World Wide Web
IDENTIFIERS- *Web Based Instruction

This book presents a framework and specific techniques to help prepare instructors for teaching online at any level-middle school, high school, college, or the workplace. The book provides general guidelines, conceptual analysis, and practical tips about instructional practice online. Whether used by neophyte or experienced Web users, this book offers a big-picture approach and the orientation and perspective needed for teachers, trainers, and instructors to make the transition to Web-based instruction. Highlights of the book include: a historical perspective of online learning; discussion on transitioning from traditional classroom to online instruction; content delivery methods of lecture, demonstration, and panel; interaction methods of group discussion and questioning; and application methods of role-playing, case study, and simulation. Planning and evaluation sheets are included at the end of each chapter to assist the classroom practitioner in using the techniques included in this book. (Includes author and word index.) (AEF)

ED 453 793 IR 020 639

EUNIS '99: Information Technology Shaping European Universities. Proceedings of the International European University Information Systems (5th, Espoo, Finland, June 7-9, 1999).
PUB DATE- 99
NOTE- 233p.; For selected individual papers, see IR 020 640-648.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Distance Education; *Educational Technology; Higher Education; Information Networks; Information Services; *Information Technology; Instructional Development; Technological Advancement
IDENTIFIERS- Technology Integration

This document presents the proceedings from the 5th International European University Information Systems (EUNIS) Conference on Information Technology that took place in Helsinki, Finland on June 7-9, 1999. Topics of the conference proceedings were divided into five tracks (A through E): Use of Information Technology in Learning and Teaching; Information Technology in University Management; The New Library Role with Evolving Technologies; Security Issues; and Co-Operation within and between Universities. Track A full papers include: "Use of ITC Technology in Teaching at the Level of A B.Sc.: A Practical Experience"; "Implementing Multimedia Methods in Engineering Education"; "Using the Web To Deliver and Enhance Classes: Two Case Studies"; "Network Education"; "Tailored Teaching for Students with Diverse Scientific and Linguistic Backgrounds: Potential of the WWW in Plant Pathology"; "The Academic Development Fund at the University of Derby 1994-1998: Origins, Implementation and Lessons"; "A University Model for Integrating Technology into the Curriculum: The Academic Architecture Initiative"; "Virtual Classroom for Business Planning Formulation"; "Dynamic WWW Style Processing with SeSAMe"; "User Interface Implementation Issues for a Web-based System for Ordered Asynchronous Multimedia Annotations"; and "The Adaptation of the CAL System Ceilidh for Teaching the Oberon Language." Track B full papers are: "Student Self-Service: A Challenge for Customer-Oriented Universities"; "Web-

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Distance Education; Educational Technology; Higher Education; Internet; *Nontraditional Education; *Online Courses; Online Systems; Professional Development; Training

According to the National Center for Educational Statistics, more than 85% of public universities offer distance learning and online courses, degrees, and career credentials, and an increasing number of career-related training courses and programs are being offered online. In this book, lifelong learners, wired students, and professionals using the Internet to get educated at a distance can learn how to determine which subjects are best for them, organize and manage online time, develop good cyber study habits, and work independently. The book provides the basics of how online learning works, including: whether online learning is suitable to particular learner needs; essential information on how to find out what software and hardware will be needed to study online; advice on what can and cannot be studied online; tips on locating online opportunities; how to combine online learning with traditional classes; and more. Complete with interviews at the end of each chapter, checklists, self-assessment exercises, and a glossary, this resource shows how to make the most of education online. Fifteen chapters and appendices are divided into seven parts: Do You Need This Book?; What Is Online Study?; Is Distance Learning for You?; How To Choose a Distance Education Provider; The Bigger Picture; How To Succeed at a Distance; and What Are They Talking About? (Part seven includes four appendices.) Includes an index. (AEF)

ED 453 811 IR 020 694

Report on a Study of Access to Higher Education through Distance Education (Austin, Texas, August 7, 2000).
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; *Distance Education; Educational Development; Educational Needs; Educational Objectives; Educational Technology; *Higher Education
IDENTIFIERS- *Texas; Texas Higher Education Coordinating Board

Texas' new higher education plan sets goals of enrolling 500,000 more students in higher education and increasing the number of certificates and degrees awarded by 50%, by 2015. Distance learning technology, which is already opening doorways to higher education, is poised to play an even larger role in helping Texas reach these goals. The Texas Legislature in 1999 directed the Coordinating Board to study the effects of and accessibility to distance education for under-represented groups in Texas. A symposium was convened of 42 distance education and technology experts representing all levels of education, business, community groups, all areas of the state, and its major population groups to provide information on the effects of and accessibility to distance education for under-represented groups in Texas. Discussion of barriers to distance education for all Texans focused on supply and demand. On the supply side, participants noted the high cost of technology, inefficiencies resulting from the independent actions of

ED 453 830 IR 020 841

Enhancing Education through Technology: New Tools to Close the Achievement Gap. Satellite Town Meeting #79: May 15, 2001. Videotape .

SPONS. AGENCY- Procter and Gamble Educational Services, Cincinnati, OH.; Bayer Corp., Pittsburgh, PA.; Public Broadcasting Service, Washington, DC.; National Aeronautics and Space Administration, Washington, DC.; Apple Computer, Inc., Cupertino, CA.; Target Stores/Dayton Hudson Corp.

PUB DATE- 01

NOTE- 0p.; Includes 4 videos; English and Spanish versions each in VHS of 1/2-inch and 3/4-inch. Available from ED Pubs for up to a year after first broadcast.

LANGUAGE- English; Spanish

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)

DESCRIPTORS- Academic Achievement; Access to Education; *Computer Uses in Education; *Disadvantaged; Educational Development; Educational Planning; *Educational Resources; *Educational Technology; Instructional Development; Programming (Broadcast)

IDENTIFIERS- *Town Meetings

The "Satellite Town Meeting" is the U.S. Department of Education's monthly television program about improvements in teaching and learning that are happening in schools and communities across the nation. On each 60-minute show, the Secretary of Education invites national experts as well as local educators and community leaders to share their ideas about how schools are preparing all students for the challenges of the 21st century. In panel discussions with parents, teachers, principals, and business experts, as well as videotaped reports on innovative schools, viewer call-ins, and special segments on resources, the "Satellite Town Meeting" focuses on what works. The Secretary and his guests talk about the most important issues facing today's schools and communities--improving reading skills, expanding technology, boosting student achievement, assuring safety, serving children with disabilities, raising mathematics performance, and more. The "Satellite Town Meeting" recorded on this video focused on how technologies such as the Internet, e-mail, and distance learning can be especially powerful tools for helping disadvantaged and under-served students to connect with new learning resources. The panelists addressed such questions as: How can today's education technologies help all students, including disadvantaged students, to meet high academic standards? How can teachers be well prepared to learn and use new education technologies? How can schools and communities create comprehensive technology plans to improve student achievement? and What resources are available to schools and communities to support their education needs? (AEF)

ED 453 831 IR 058 083

Moller, Sharon Chickering

Library Service to Spanish Speaking Patrons: A Practical Guide.

PUB DATE- 01

NOTE- 207p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

PUB DATE- 01
NOTE- 10p.; Produced by Cabrillo College, Planning and Research Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Content Analysis; *Educational Assessment; *Evaluation Methods; Skill Analysis; Two Year Colleges; Validated Programs; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Cabrillo College CA

This study addresses the validation of a holistic English assessment process used at Cabrillo College (California). The process of prompt development, scoring rubrics, reader training, scoring, and administration procedures have remained largely unchanged over the years. This report provides new evidence on content validity, consequential and cut score validity, reliability, test bias review, and disproportionate impact. To provide data for the validation study, 18,398 English assessments between fall 1994 and fall 2000 were used. Information was derived from the CAPP system and Cabrillo's MIS database. Procedures and standards of the California Community College Chancellor's Office for assessment instrument validation provided the framework for the analyses in this report. A representative committee of three English faculty reviewed the assessment test for content validity. For each course content item, reviewers checked off the essay grading criteria that would test for that course content item. All 3,932 essays from fall 1999 to fall 2000 were reviewed for interrater reliability. In general, Cabrillo's assessment appears to place students with reasonable accuracy. Proportions of placements were significantly different between ethnicities and between genders. About three-quarters of Cabrillo assessed students felt they were appropriately qualified for the English class in which they were enrolled. Logistic regressions were run to determine the interaction of educational background and demography. (JA)

ED 453 852 JC 010 404

Barnetson, Bob
Faculty Salaries in Alberta's Colleges & Institutes, 1993 to 2000.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Degrees (Academic); Faculty College Relationship; Higher Education; *Salaries; School Personnel; *Teacher Salaries
IDENTIFIERS- *Canada

This report outlines changes in salaries earned by full-time, permanent faculty members at Alberta's public colleges and technical institutes between September 1993 and September 2000. The Colleges Act and Technical Institutes Act create academic staff associations at each institution and mandate each institution's Board of Governors to negotiate a collective agreement with their association. For each credential, the average minimum, mean, and maximum salaries province-wide were calculated. The effect of inflation was controlled for by converting these averages into real-collars with a base year of 2000. Faculty holding doctoral degrees saw their real-dollar trainers; validation survey results; reflections on a customized trainer focus group; customized training, Microsoft style; and perspective of an industrial skills trainer. (Contains 14 references and 6 Web sources.) (YLB)

ED 453 359 CE 081 672

Indabawa, Sabo A., Ed.; Oduaran, Akpovire, Ed.; Afrik, Tai, Ed.; Walters, Shirley, Ed.
The State of Adult and Continuing Education in Africa.
SPONS. AGENCY- German Adult Education Association, Bonn (Germany). Inst. for International Cooperation.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; *Adult Literacy; Annotated Bibliographies; Case Studies; Change Strategies; *Continuing Education; Cultural Differences; Cultural Pluralism; Definitions; Delivery Systems; Distance Education; Economic Climate; Educational Attitudes; Educational Change; Educational History; *Educational Needs; *Educational Policy; Educational Research; Educational Resources; *Educational Trends; Foreign Countries; Futures (of Society); Illiteracy; International Cooperation; International Educational Exchange; Lifelong Learning; Literacy Education; Needs Assessment; Nonformal Education; Open Education; Policy Formation; Political Attitudes; Postsecondary Ed *Africa; Germany; Learning Society
IDENTIFIERS- *Africa; Germany; Learning Society

This document contains 21 papers examining the state of adult and continuing education in Africa. The following papers are included: "Introduction: An Overview of the State of Adult and Continuing Education in Africa" (Akpovire Oduaran); "Setting the Tone of Adult and Continuing Education in Africa" (Michael A. Omolewa); "Significant Post Independence Developments in Adult and Continuing Education in Africa" (Tai Afrik); "Research and Scholarship in Adult and Continuing Education in Africa" (Akpovire Oduaran); "From Adult Education to Lifelong Learning in Southern Africa over the Last Twenty Years" (Shirley Walters, Kathy Watters); "The State of Adult and Continuing Education in Botswana" (Gbolagade Adekanmbi, Oitshepile Modise); "Creating a Knowledge Society through Distance and Open Learning in Cameroon" (Ajaga Nji); "The State of Adult Literacy in the Democratic Republic of Congo" (Ikete E. Belotsi, Muntumosi Atukimba); "Research Priorities in Adult and Continuing Education in Kenya" (Florida A. Karani); "The State of Adult and Continuing Education in Lesotho" (Lephoto H. Manthoto, Dele Braimoh, and A. Adeola); "The State of Adult and Continuing Education in Madagascar" (Violette Rabakoarivelo, Rakotozafy-Harisson, Solo Randriamahaleo); "Diversity of Adult and Nonformal Education Provisions in Namibia" (Sabo A. Indabawa); "Continuing Education Policy Provisions and Options in Nigeria" (Gidado Tahir); "The State of Adult and Continuing Education in Senegal" (Lamine Kane); "The Political and Social Contexts of Adult Education and Training in South Africa" (Zelda Groener); "The Development and Provision of Adult Education and Literacy in Zambia" (Derek C. Mulenga); "The State of Adult Literacy Education in Zimbabwe" (Stanley T. Mpofu); "Re-Defining Adult and Continuing Education in Africa" (Paul Fordham); "Inventing a Future for Adult Education in Africa" (H.S. Bhola); "International Cooperation in Adult

ED 453 376 CE 081 779

Swales, Christine
Editing Distance Education Materials. Knowledge Series.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Adult Education; Authors; Comparative Analysis; Conventional Instruction; Copyrights; *Distance Education; *Editing; Foreign Countries; Guidelines; *Instructional Design; Instructional Material Evaluation; *Instructional Materials; Linking Agents; *Material Development; Online Courses; Plagiarism; Postsecondary Education; Student Centered Curriculum; Textbooks
IDENTIFIERS- Canada

Distance education (DE) materials take a learner-centered approach rather than the traditionally content-centered approach of textbooks. This fact has several implications for the editing of DE materials. The role of the editor within the DE organization will depend on the organization's size and structure. The basic features of the DE program or course will be dictated by the organization's academic structure. For any new program, fundamental decisions must be made regarding the materials' format, components, and style. Individuals responsible for editing instructional materials must address issues in the following areas: instructional design; academic editing; plagiarism, copyright, and ownership; and relations with authors, academics, and administrative staff. The following are some guidelines for addressing these issues: (1) ensure that the manuscript conforms to course objectives and that it contains clear course, unit, and/or chapter objectives; (2) ensure that all instructional resources are linked, activities provide feedback, and assignments and assessments comply with university-wide recommendations; (3) edit the materials with their audience in mind; (4) keep materials student-friendly and avoid gender and racial bias; (5) learn to spot plagiarism; (6) keep authors briefed on the editorial process and liaise between administration and academics. (Contains 24 references.) (MN)

ED 453 377 CE 081 780

Murphy, David
Instructional Design for Self-Learning in Distance Education. Knowledge Series.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Curriculum Design; Curriculum Evaluation; Definitions; *Delivery Systems; *Distance Education; Educational Environment; Educational Objectives; Educational Strategies; Educational Technology; Evaluation Methods; Foreign Countries; Guidelines; *Independent

transfer to postsecondary education); (2) student achievement and success; (3) underprepared students and remediation; (4) basic skills; (5) teaching and learning; and (6) research methodologies. Part C presents lessons pertaining to the following issues that have been distilled from the U.S. research: (1) developmental programs and underprepared students; (2) basic math skills; (3) the impact of modularization on retention; (4) research methodology; (5) maintaining links to useful Web sites; and (6) disseminating further education research conducted in the United Kingdom through ERIC. (Contains 53 references and 31 selected Web sites.) (MN)

ED 453 393   CE 081 804

Shanley, Michael G.; Leonard, Henry A.; Winkler, John D.
Army Distance Learning: Potential for Reducing Shortages in Army Enlisted Occupations.
SPONS. AGENCY- Department of the Army, Washington, DC.
PUB DATE- 01
NOTE- 106p.; For a related report on distance learning, see CE 081 805.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aviation Mechanics; Change Strategies; Comparative Analysis; Cost Effectiveness; Delivery Systems; *Distance Education; Educational Change; Educational Finance; Educational Needs; Educational Policy; Electronic Technicians; Enlisted Personnel; Instrumentation Technicians; *Job Training; *Labor Needs; Learning Modules; *Military Personnel; Military Training; Needs Assessment; Outcomes of Education; Policy Formation; Program Costs; *Program Effectiveness; *Technical Occupations; Training Methods
IDENTIFIERS- *Army; Helicopters; Microwave Technology; Noncommissioned Officers

The potential of distance learning (DL) to expedite the U.S. Army's efforts to redress personnel shortages in Army enlisted occupations was studied by evaluating how DL-based training strategies might affect skill shortages in the following occupations: helicopter repairer; electronic switching system operator; microwave systems operator/maintainer; and signal support systems specialist. The criteria used to assess the effectiveness of DL-based training strategies were changes in shortages and changes in costs per shortage filled. The study established that, with proper support and monitoring, DL could make basic noncommissioned officer course and advanced noncommissioned officer training possible earlier in the select-train-promote sequence. DL could begin before scheduled residence training courses are available, be taken in small pieces on a "continuous" basis, and occur at trainees' home station. Furthermore, modularized DL courses could allow "testing out" of already mastered material and enhance the type of self-development training that can accelerate the institutional training process. The study also indicated that using DL in the contexts identified could significantly lower the marginal cost of reducing skill shortages. (Information on measuring the effects of DL-based and non-DL-based strategies on shortages and the length of reclassification courses under DL is appended. Thirty tables/figures are included. Contains 19 references.) (MN)

ED 453 394   CE 081 805

related and family-related variables. "Experiences of Web-based Instruction among African-American Students Enrolled in Training and Development Graduate Courses" (Saundra Wall Williams) reports on a study of the online experiences of graduate-level African-American students that focused on learner-instructor interactions and gave new insights as to why African-American students do not participate or continue to participate in Web-based courses at the graduate level. All three papers include substantial bibliographies. (MN)

ED 453 411   CE 081 834

HRD in Latin America. Symposium 5. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competence; Definitions; Democracy; Educational Needs; *Employer Employee Relationship; Employment Practices; Employment Qualifications; Foreign Countries; Human Capital; *Human Resources; *International Cooperation; International Educational Exchange; *Job Training; *Labor Force Development; Literature Reviews; Models; Needs Assessment; Organizational Climate; *Organizational Development; Position Papers; Research Needs; Social Science Research; Training Methods; Trend Analysis; Work Environment
IDENTIFIERS- *Latin America; Mexico; North American Free Trade Agreement; United States; Workplace Democracy

This document contains three papers on human resource development (HRD) in Latin America. "Looking at the Literature on Workplace Democracy in Latin America: Factors in Favor and Against It" (Max U. Montesino) discusses selected issues related to workplace democracy in Latin America and identifies salient issues for further research, including the following: the magnitude of work democracy experiments in the region; the scope of workplace democracy; the process of learning self-direction in the context of Latin America's managerial culture; and the implications of the lack of evolution of Latin American managerial culture. "Toward a New HRD Organizational Model" (Jules K. Beck) argues that increased economic growth in Asian and European markets will one day place the Americas at a competitive disadvantage unless an new international model emerges that can better harness labor to strengthen the hemispheric economic engine. "Differences in Priority for Competencies Trained between U.S. and Mexican Trainers" (Larry M. Dooley; Kenneth E. Paprock, In-Sun Shim, Elsa Gonzalez Y Gonzalez) examines the differences in competencies for training programs between Mexican and U.S. companies and discusses the implications of these differences for implementation of the North American Free Trade Agreement. All three papers include substantial bibliographies. (MN)

ED 453 412   CE 081 835

Trust in Organizations. Symposium 6. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English

topic in two parts: first, revised definitions of the constructs intellectual capital, knowledge management, and organizational learning that are used to expand the definition of human capital and, second, a systems view of the components of human capital. All three papers include substantial bibliographies. (YLB)

ED 453 430 CE 081 853

Human Resource Management Issues. Symposium 22. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Aspiration; *Conflict; Coping; *Employee Assistance Programs; Employee Attitudes; *Family Work Relationship; Human Resources; Labor Force Development; Law Enforcement; Literature Reviews; *Personnel Management; Police; Program Evaluation; *Stress Management; *Student Educational Objectives; Student Financial Aid; Tuition

This symposium on human resource management issues consists of three presentations. "Work and Family Conflict: A Review of the Theory and Literature" (Susan R. Madsen) explores the literature related to work and family conflict and its possible implications to human resource development (HRD) theory and practice. It presents four existing theoretical frameworks and reviews the literature related to antecedents/determinants and possible outcomes of work-family conflict and provides recommendations and contributions to HRD professionals. "Behind the Badge: Implications for Employee Assistance Programs in Law Enforcement" (Lynn Atkinson-Tovar, Kathleen Kiernan) reports a study on how stress affects the daily lives of federal and local law enforcement officers and whether they are willing to seek assistance. Findings indicate professionals in law enforcement are willing to acknowledge the need for employee stress reduction programs. "Employee Expectations, Characteristics, and Perceived Goal-Attainment of Tuition Assistance Program (TAP) Participants" (Ronald L. Jacobs, Mark Skillings, Angela Yu) presents these results of an evaluation study: individuals participated in TAPs because they primarily sought to achieve personal enrichment goals and an apparent discrepancy is suggested between what organizations might expect from offering a TAP benefit and the reported intents of individuals who use TAP benefits. (YLB)

ED 453 431 CE 081 854

Workplace Learning. Symposium 23. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Development; Corporate Education; Curriculum Development; *Education Work Relationship; Employment Services; *Experiential Learning;

behavior at every level of the organization. (Contains 17 references.) (YLB)

ED 453 448 CE 081 872

Measurement and Research Tools. Symposium 37. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competence; Critical Incidents Method; Evaluation Methods; Labor Force Development; Mastery Tests; *Measures (Individuals); *Multiple Intelligences; Performance; Program Implementation; Public Agencies; *Quality of Life; Quasiexperimental Design; Sales Occupations; Service Occupations; Strategic Planning; *Test Construction; *Test Validity
IDENTIFIERS- *Customer Services

This symposium on measurement and research tools consists of three presentations. "An Examination of the Multiple Intelligences Developmental Assessment Scales (MIDAS)" (Albert Wiswell et al.) explores MIDAS's psychometric saliency. Findings indicates this instrument represents an incomplete attempt to develop a valid assessment of multiple intelligences; further work conceptually refining some subscales may lead to more robust measures of these constructs. "Evaluating Corporate Quality of Life (QOL) Programs: Utilizing the Balanced Scorecard Model in Conjunction with Quasi-Experimental Design" (Wendy J. Casper, Ann L. Landy) describes the development of a performance monitoring system for the QOL programs of a large, decentralized government agency, that was designed using the Balanced Scorecard model for strategic planning, measurement, and program management in conjunction with a synthesis of research findings. "Validating a Tool to Measure Customer Service Competencies" (Darlene Russ-Eft, Caryl Berrey, Ruth Pangilinan, Regina Atwood) reports a study that used the critical incidents that formed the basis of a previous study and the resulting competencies to develop and validate a tool to assess service competencies. All three papers include bibliographies. (YLB)

ED 453 449 CE 081 873

Assessment and Evaluation Modeling. Symposium 38. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Farmer Education; Agribusiness; Case Studies; *Cooperation; Developing Nations; *Diversity (Institutional); Entrepreneurship; *Evaluation Methods; Evaluation Research; Evaluation Utilization; Farm Management; Farm Occupations; Farmers; Foreign Countries; Information Needs; Labor Force Development; *Management

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation; *Inclusive Schools; *Performance Based Assessment; *Professional Services; Regular and Special Education Relationship; *Role; *School Counselors; *School Psychologists
IDENTIFIERS- New York (Long Island)

A sample of 122 school psychologists on Long Island were surveyed to explore the relationship between the degree of inclusion in their schools and the amount of time they spent engaged in performing activities identified as facilitating inclusion and in completing one activity identified as a traditional assessment. The results concurred with past research showing that assessment was how school psychologists spent a large amount of their time. Although school psychologists were frequently involved in behavioral and academic consultation, they were much less involved in other activities believed to facilitate inclusion, such as modifying curriculum; conducting inservice training; assisting in planning system-wide changes; and conducting program evaluation. The degree of inclusion in a school did not show a significant effect on the type of job activities performed by the school psychologist in that school. Implications for role changes in inclusion for school psychologists are discussed. (Contains 1 appendix, 3 tables, and 13 references.) (JDM)

ED 453 469 CG 030 948

Habicht, Manuela H.
The Mind and The Unconscious--A Modification of Freud's Agencies.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Mental Health; Personality Assessment; *Personality Theories; *Psychiatry
IDENTIFIERS- *Freud (Sigmund); Unconscious Processing

The aim of the review is to discuss what the mind must be like for the psychoanalytic term like "the unconscious" to be meaningfully applied. Freud's two systems called the unconscious (Ucs.) and the preconscious-conscious (Pcs.-Cs.) are introduced and their replacement with alternative categories such as id, ego, and superego is discussed. In the light of mental conflict the paper covers problems that are associated with the application of Freud's structural theory, taking into consideration the changing view of what constitutes normal as well as pathological mental functioning. The paper suggests changes to Freud's structural and topographical agencies. It is concluded that the idea of separate mental agencies as suggested by Freud is untenable and that it should be replaced by one that better fit the data that one is attempting to order or explain. (Contains 16 references.) (Author/JDM)

ED 453 470 CG 030 949

Launey, Kathryn B.; Carter-Davis, Marjorie J.; Launey, Kathryn B.
An Alternative College Service Model: From Learning Disability to Learning Potential.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001). Based upon Carter-Davis, "College Students with

Students; *College Transfer Students; Community Colleges; Higher Education; *Student Adjustment; *Student Personnel Services; *Success

This study examined how pre-transfer experiences and preparation, along with post-transfer experiences, influenced the adjustment of community college transfer students to life at a four-year university campus. A survey of 372 community college transfer students attending a large, public four-year university measured the students' academic achievement and satisfaction with various aspects of the university experience. The results indicated that students who are best informed and who have actively prepared for the transfer are more likely to achieve higher grades and to be more satisfied in the university environment. It seems crucial that students should actively engage in seeking advice from faculty and staff. Patterns of student involvement while enrolled appear to be related to how satisfied they are with their university experience. Other strategies are also described that can be instituted at both two-year and four-year institutions to assist students in the transition to a four-year university. (Contains 36 references, 4 figures, and 2 tables.) (JDM)

ED 453 490 CG 030 975

Wandle, Caroline H.; Carpenter, Missy L.
Gender Equity Education: Implications for Risk Prevention for All Kids.
PUB DATE- 01
NOTE- 24p.; Poster Session presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Elementary Secondary Education; *Equal Education; *Gender Issues; Higher Education; *Inservice Education; Literature Reviews; *School Psychologists; Stereotypes; *Teacher Education

This paper reviews the literature on gender equity education practices and discusses its implications for risk prevention for all children. The goal of the paper is to provide school psychologists and university faculty with knowledge about the current status of preparation in gender equity education in preservice preparation of school psychologists; and to present recommendations for preservice and inservice education for school psychologists regarding the impact of gender equity education for all children. It discusses the results of a national survey of gender equity education conducted in NASP (National Association of School Psychologists)-approved school psychology programs concerning the implications for the role of the school psychologist as a behavioral and instructional consultant. The results indicated that 61% of the programs responding explicitly taught gender equity. The impact of gender equity practices on the development of risk factors in both boys and girls is discussed. School psychologists can offer suggestions that facilitate gender equity practices such as cooperative learning to recognize the varied learning styles of all children; inservice programs and consultations to help teachers recognize and address the impact of gender stereotyping on both boys and girls; and interventions to address retention rate policies and prevention of high dropout rates. (JDM)

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Language Arts; *Language Patterns; *Learning Processes; Primary Education; Teacher Student Relationship
IDENTIFIERS- *Communication Competencies; Conversation; *Reading Recovery Projects

Why is it important to take a closer look at the patterns of language, or discourse, in the conversations in Reading Recovery teachers' lessons? Conversations occur throughout the lesson as teachers communicate with children and are not limited to a procedural component of the lesson related to composing. Teachers' theories of the world, literacy learning, and children are manifested in the discourse patterns evident in their interactions with children. It is crucial that Reading Recovery teacher leaders inventory their assumptions about language. This article first addresses how children construct communicative competencies necessary for success in school. Then, the teacher/author uses examples in the article from her own lessons to examine discourse patterns that help or hinder language learning. The article closes with a call to teacher leaders and teachers to check on their assumptions through examining patterns of language interactions in lessons. (Contains 14 references.) (NKA)

ED 453 514 CS 014 384

Beginning Reading Instruction: Components and Features of a Research-Based Reading Program. 2000 Revised Edition. Texas Reading Initiative.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Beginning Writing; *Classroom Environment; Classroom Techniques; Instructional Effectiveness; *Language Arts; *Literacy; Primary Education; *Reading Instruction; Reading Programs; Special Needs Students; Vocabulary Development

The Texas Reading Initiative began in 1996 in response to Governor George W. Bush's challenge to all Texans to focus on the most basic of educational goals--teaching all children to read. This booklet describes important aspects of effective reading instruction, as well as elements of classroom and campus support for effective instruction. The booklet's purpose is to provide information that can be used to guide decisions as local school districts and educators worked toward the governor's stated goal "all students will read on grade level or higher by the end of the third grade and continue reading on or above grade level throughout their schooling." The first section of the booklet outlines and describes 12 essential components of research-based programs for beginning reading instruction: (1) expand their use and appreciation of oral language; (2) expand their use and appreciation of printed

England" (Robin Peel); and (3) "Shaping the English Specialist: Initial Teacher Training for English Teachers in England" (Robin Peel). Essays in Part II (Australia: Questions of Pedagogy) are: (4) "English in Australia: Its Emergence and Transformations" (Annette Patterson); (5) "Beliefs about English in Australia" (Annette Patterson); and (6) "Shaping the Specialist: Initial Teacher Training for English Specialists in Australia" (Annette Patterson). Essays in Part III (United States: Questions of Practice and Individual Expression) are: (7) "Teaching English in the United States" (Jeanne Gerlach); (8) "Beliefs about 'English' in the United States" (Jeanne Gerlach); and (9) "Shaping the Specialist: Requirements of Programmes Leading to Teacher Certification in the United States" (Jeanne Gerlach). Part IV (Shared Questions, Different Answers: Different Questions, Shared Answers) offers the essay: (10) "English for the Twenty-First Century?" (Robin Peel, Annette Patterson, and Jeanne Gerlach). Appendixes contain two survey instruments and a list of skills graduates will need for the new careers of the 21st century. (RS)

ED 453 533   CS 217 505

Blazic, Milena
Real and Irreal Places in Children's Compositions: Result of a Survey.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Empirical Study of Literature (Utrecht, Netherlands, August 26-29, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Childrens Writing; Content Analysis; *Creative Writing; Elementary Education; Foreign Countries; *Imagination; Writing Research
IDENTIFIERS- Slovenia; Textual Analysis

A study analyzed children's compositions from grades 1-4 in Slovenian schools. Children described real places within the framework of an experientially provable world, which is empirically available to them within the limits of their abilities and possibilities. Irreal places were described inventively without the support of experience, although some elements of imitation can be observed. When describing irreal places, children autonomously discover the world through their imagination. The concept can be realistically understood as creative writing on the children's part. In choosing their topics and way of verbal and artistic expression, they strongly leaned on reality experienced through their senses and on authentic presentation. In these compositions: the central literary character is a contemporary urban child; time and place of action are defined; the scene is set either in the family or school environment during spare time; the story presents only sections of the child's everyday life--his contacts with the familiar and non-familiar places and their inhabitants, his adventures in discovering new places. Compositions are about the child's mostly positive, seldom negative experiences. They are short, chronologically following a linear form and narrated in the first-person, from the child's point of view, with an individualized central character, and frequently depict events on holiday, on a trip, and in school. Children show a greater measure of inventiveness and imagination when describing irreal places than when

Erland, Jan Kuyper
Brain-Based Accelerated Learning Longitudinal Study Reveals Subsequent High Academic Achievement Gain for Low Achieving, Low Cognitive Skill Fourth Grade Students.
PUB DATE- 00
NOTE- 56p.; Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; *Instructional Effectiveness; Intermediate Grades; Longitudinal Studies; *Low Achievement; *Memory; Parochial Schools; *Reading Achievement; *Thinking Skills

Three earlier published reports (Erland, 1999c, 1999d, 1998) of a two school (Schools 1 & 2), 14 classroom, grades 4-8 study, reported large gains evidenced by the Brain-Based-Accelerated Learning (AL) application of The Bridge To Achievement (BTA). Eleven BTA/AL experimental groups were compared with two control groups from School 2 having an Alternate Media Activity (AMA), and a no-treatment comparison/control group from School 1. This report is a follow-up investigation of two of the original three fourth grade treatment classes of School 2. A majority of these students had low auditory memory. The report investigates the effect the subset of 17 low achieving cognitive deficit students had on the score performance of the entire class as an aggregate group. Further intra-analyses looked at these 17 low students and factored out the lowest from each group, classifying them as "outliers." These outliers greatly skewed the national ITBS scores by as much as 50%. These two classrooms were in the top five classes that had followed the executive criteria policy successfully, 68%-54%. The experimental classes hovered at, or were just above, norm level proficiency for three consecutive years pre- and posttest to the BTA/AL intervention. When these two classrooms were pooled posttest with the "star" high performing class against national norm expectations, 10 of the 13 ITBS subtests for one class, and 9 of the 13 primary ITBS subtests for the other, were statistically significant showing positive trending. Furthermore, removing the nine "outliers," revealed both classrooms were now above the norms, having made gains posttest. (Contains 43 references and 23 tables.) (RS)

ED 453 554 CS 510 559

Brydges, Michael; Mayhew, Ginger; Kaimikaua, Charmaine; Gotch, Donna
Translating Our Scholarship into Practice.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Innovation; *Learning Activities; On the Job Training; *Service Learning; *Speech Communication; *Student Projects; Student Volunteers; *Theory Practice Relationship
IDENTIFIERS- California; Faculty Service; Role Reversal

This paper summarizes a round table discussion entitled "Translating Our Scholarship into Practice," which was presented at the 2001 Western States Communication Association accountability, they fear that standardized tests will be the sole determinant of their children's future. Policymakers in some states have recently begun to put the brakes on plans for linking high school graduation to test results. The standards movement may be entering a stage in which its very success is causing hesitation. This issue captures some of the ferment by surveying a variety of current perspectives on standards: "Education Week" takes a comprehensive look at the standards movement in its latest annual report, "Quality Counts 2001." Chester E. Finn and Michael J. Petrilli update the Thomas Fordham Foundation's periodic evaluation of state efforts to implement standards. The Learning First Alliance calls for "mid-course corrections" in standards-based accountability. Scott Thompson draws a line between the "authentic standards" movement and its "evil twin" test-based reform. Finally, Mid-Continent Research for Education and Learning describes how teachers are implementing standards in the classroom. (DFR)

ED 453 575   EA 031 013

Massell, Diane
The District Role in Building Capacity: Four Strategies. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Annie E. Casey Foundation, Greenwich, CT.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Curriculum Enrichment; Data Analysis; Educational Change; Elementary Secondary Education; Leadership; *Learning Experience; Public Schools; *School Districts; *Student Improvement; Teacher Effectiveness; Teacher Improvement

School districts strongly influence the strategic choices that schools make to improve teaching and learning. Districts act as gatekeepers for federal and state policy by translating, interpreting, supporting, or blocking actions on their schools' behalf. The efforts of districts to build the capacity of students, teachers, and schools are often the major, and sometimes only, source of external assistance that schools receive. This policy brief presents what was learned about how district policies build the capacity of schools and classrooms. The brief explores the promises and challenges of four major capacity-building strategies that researchers at the Consortium for Policy Research in Education observed in 22 districts in California, Florida, Kentucky, Maryland, Michigan, Minnesota, and Texas over a 2-year period. These strategies include interpreting and using data, building teacher knowledge and skills, aligning curriculum and instruction, and targeting interventions on low-performing students and/or schools. These are not the only strategies the 22 districts used, but they are the ones that appeared most frequently. It is important to recognize that the strategies are not mutually exclusive; they can and do overlap in districts in ways that are often reinforcing of the single strategy that is separated out for purposes of discussion. The project from which this brief results, "Education Reform Policy: From Congress to the Classroom," seeks to understand ways in which policies designed at different levels of the system support coherence, incentives for change, and the capacity of the system to implement reform. (DFR) audit and investigative results for the October 1, 2000 to March 31, 2001 period. (RT)

ED 453 594 EA 031 041

Barton, Paul E.
Raising Achievement and Reducing Gaps: Reporting Progress toward Goals for Academic Achievement. A Report to the National Education Goals Panel. Lessons from the States.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Mathematics Achievement; Reading Achievement; School Statistics; *Scores; *Statistical Analysis; *Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

This report presents a new analysis of student achievement scores and educational progress for states on the National Assessment of Educational Progress. Results based on score quartiles show that states are generally making more progress in mathematics achievement than in reading, good readers are getting better at the same time weak readers are losing ground, fourth-grade students made more improvement in mathematics achievement than in reading in most states during the 1990s, and states have not generally reduced the achievement gap between top and bottom quartiles or between white and minority students. Data are presented in charts and tables for changes in achievement scores in fourth- and eighth-grade mathematics, and in achievement scores in fourth-grade reading. Data are also given showing the change in gap between white and minority student scores in fourth-grade and eighth-grade mathematics and in fourth-grade reading. The report concludes that analysis of student scores by quartiles may bring to light significant progress made by a state even though the percentage of students scoring at the proficient level or higher did not improve. Appendix tables contain summary statistics of scores used in the analysis. (RT)

ED 453 595 EA 031 043

Brunner, C. Cryss, Ed.
Sacred Dreams: Women and Superintendency. SUNY Series in Women in Education.
PUB DATE- 99
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; *Administrator Selection; Elementary Secondary Education; Females; *Feminist Criticism; Gender Issues; Mentors; Minority Groups; Racial Bias; *Sex Differences; Sex Stereotypes; *Superintendents; *Women Administrators

This edited work explores the experiences women can bring as superintendents in promoting school reform. Important insights drawn from the experiences of women superintendents includes the willingness of female leaders to share power, the pervasiveness of gender bias, the unique perspectives of women of color, the ways women describe success, and the effectiveness of women administrators where the needs of children are the highest priority. The first part of the work necessary to be able to make choices and decisions about the future. Answers to frequently asked questions concerning the transfer of rights at the age of majority are provided, along with information about the rights of incarcerated youth. A form for the notice of transfer of special education rights is included, as well as a list of organizational resources in Oregon. The report closes with the statutory language from Oregon's reviewed statute concerning the age of majority, surrogate parents, transfer of procedural rights, and notice of transfer of rights. (Contains 30 references.) (CR)

ED 453 614 EC 308 422

Clair, Tricia; Burr, Jackie
Behavioral Support, Intervention, and Discipline in Special Education.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Disabilities; *Discipline Policy; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs; Legal Responsibility; Policy Formation; Special Education; Student Evaluation; Student Placement; *Suspension
IDENTIFIERS- Functional Behavioral Assessment; *Individuals with Disabilities Educ Act Amend 1997; *Oregon

This technical assistance document is intended to offer Oregon districts and agencies guidance in understanding and implementing the regulations dealing with behavioral supports, interventions, and disciplinary actions for students with disabilities who are eligible under the Individuals with Disabilities Education Act. It is comprised of regulatory requirements, research based effective practice, and frequently asked questions and answers. Specific sections of the document address: (1) the need to provide positive, proactive behavioral supports to students in the educational setting and the hierarchy of behavioral support and intervention; (2) functional behavioral assessment (FBA) and strategies for conducting the FBA; (3) Behavioral Intervention Plans (BIPs), which describe positive behavioral interventions and strategies that address a student's social, emotional, and behavioral development, and steps and outcomes of a BIP; (4) discipline procedures and requirements for disciplinary removals that are not a change in placement; (5) disciplinary removals that are a change in placement; (6) manifestation determination; (7) weapons violations; (8) disciplinary removals to an Interim Alternative Educational Setting; (9) protection for children not yet eligible for special education and related services; and (10) reporting crimes. Appendices include Oregon administrative rules on discipline for student with disabilities under the IDEA. (Contains 10 resources.) (CR)

ED 453 615 EC 308 423

Boyer, Lynn
Establishing the Supply and Demand for Special Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; Early Intervention; Family Influence; *Family Programs; Inclusive Schools; Integrated Services; *Leadership Qualities; *Leadership Styles; Parent Empowerment; *Parent Participation; Preschool Education; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This issue of the "Early Childhood Bulletin" features extended excerpts of keynote speeches delivered by two parents of children with disabilities at the Partnerships for Progress meeting held in Washington, DC, in July of 1995. Florence Poyadue and Glenn Gabbard both delivered powerful keynote speeches at the Partnership meeting in 1989 and both returned in 1995 to reflect on the changes they had observed some 6 years later. Both parents, from very different perspectives, exemplify the challenges parents face as partners in the process of improving services for families and children with disabilities. The idea of "leadership from the middle" is discussed in the introduction of the article, and short biographical sketches of both speakers are included. Contact information and brief descriptions of four organizations serving parents of children with disabilities is given, and an annotated bibliography of five recommended books on leadership and change is included. (SG)

ED 453 636 EC 308 560

Ensuring the Early Identification of Children with Special Needs: Strategies for Working with the Health Care Community. Resource Packet from the NECTAS Audio Conference (October 1, 1997).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 71p.; Includes a 90-minute audiocassette, Ensuring the Early Identification of Children with Special Needs: A NECTAS Audio Conference, 1997. Not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Communications; *Disabilities; *Disability Identification; *Early Identification; *Early Intervention; Health Maintenance Organizations; Infants; Integrated Services; Preschool Education; *Primary Health Care; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act

This packet was assembled to share the contents of an audio conference sponsored by the National Early Childhood Technical Assistance System (NECTAS) on October 1, 1997. The purpose of the audio conference was to identify strategies for improving communication and working relationships with the health care community, including HMOs, to ensure the early identification and referral of young children with special needs to early intervention and preschool services. Presenters included Ellen Hunt Landry, Corinne Garland, Carl Cooley, and Dan Olsten. Approximately 40 people participated in the call and many submitted questions that helped to shape the content of the conference. The packet includes: (1) an audiotape of the complete conference call; (2) copies of the resource materials submitted by the presenters; (3) a list of the presenters; and (4) a list of participants with contact information. (Author/SG)

ED 453 637 EF 005 912

Spanish; Urdu

This edited volume is a collection of personal accounts, in narrative and interview format, of the formative literacy experiences of highly successful second language users, all of whom are professional academics. Representing 14 countries of origin, the contributors, who are well known specialists in language teaching as well as a variety of other fields in the social and physical sciences, thus represent a broad spectrum of linguistic and academic accomplishments. Chapters include the following: "The Fortunate Traveler: Shuttling Between Communities and Literacies by Economy Class" (Suresh Canagarajah); "Initiating into Academic Community: Some Autobiographical Reflections" (Vijay K. Bhatia); "Reminiscences of a Multilingual Life: A Personal Case History" (Nils Erik Enkvist); "Developing Literacy Can and Should Be Fun: But Only Sometimes Is" (Hakan Ringbom); "Straddling Three Worlds" (Anna Soter); "How a Speaker of Two Second Languages Becomes a Writer in a Foreign Language" (Adina Levine); "From L1 to L12: The Confessions of a Sometimes Frustrated Multiliterate" (Andrew D. Cohen); "My Experience of Learning to Read and Write in Japanese as L1 and English as L2" (Ryuko Kubota); "An Introspective Account of L2 Writing Acquisition" (Miyuki Sasaki); "Writing from Chinese to English: My Cultural Transformation" (Jun Liu); "Learning Is a Lifelong Process" (Ming-Daw Tsai); "Linguistic Experiences of a Mathematical Career" (Louis de Branges); "Taking the Best from a Number of Worlds: An Interview with Hooshang Hemami" (Hooshang Hemami, Diane Belcher); "Growing Up Trilingual: Memories of an Armenian/Arabic/English Speaker" (Anahid Dervartanian Kulwicki); "How Can I Help Make A Difference? An Interview with Robert Agunga" (Robert Agunga, Diane Belcher); "A Professional Academic Life in Two languages: An Interview with Maria Julia" (Maria Julia, Diane Belcher); "On Being a Citizen of the World: An Interview with Luis Proenza (Luis Proenza); "The Advantages of Starting Out Multilingual: An Interview with Steven Beering" (Steven Beering, Ulla Connor). (References appear throughout the text.) (KFT)

ED 453 662 FL 026 722

Parkinson, Brian, Ed.; Mitchell, Keith, Ed.
Edinburgh Working Papers in Applied Linguistics, 2000.
PUB DATE- 00
NOTE- 91p.; For individual articles, see FL 026 723-729.
Published annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Bilingualism; Determiners (Languages); *English (Second Language); Foreign Countries; Grammar; *Interlanguage; *Lexicography; Reading Comprehension; Second Language Learning; Translation
IDENTIFIERS- Scotland; Zulu

This issue contains seven articles, including the following: "Dictionary, Systemicity, Motivation" (Tom Bartlett); "The Nature of the Initial State Zulu L2 Grammar and Subsequent Interlanguage Development" (Sibusisiwe Dube); "Translating the Folk" (Bryan Fletcher); "The Acquisition of the English Article System in Persian Speakers" (Ardeshir Geranpayeh); "Orwell on Language and Politics" (John Joseph); "An Evaluation of the Revised Test of English at Matriculation at the University of Edinburgh" (Tony Lynch); "Features, Cobwebs, or Clines: Towards a Possible Model of Lexical Retrieval in Bilingual Readers" (Valerie Waggot). (References appear at the end of each children who are exposed to more than one language during the reading acquisition phase of development. Existing evidence suggests the crossover of phonemic skills as measured by their application to reading in L2 suggests that these skills are not language specific. This paper reports on the initial efforts of a 3-year longitudinal study of the effect of phonological skills intervention to promote cross-language transfer of reading skills where a large-scale assessment of preliterate kindergartners' phonological awareness was conducted in Spanish and English. Results reveal significant correlation between English and Spanish language phonological assessment tasks, which were modifications of those widely used and reported in the literature. (Contains 17 references and 3 tables.) (KFT)

ED 453 684 FL 026 746

Leung, Constant, Ed.; Cable, Carrie, Ed.
English as an Additional Language: Changing Perspectives.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Bilingualism; Curriculum Development; Elementary Secondary Education; *English Curriculum; *English (Second Language); Foreign Countries; Preschool Education; Reading; Second Language Instruction; Second Language Learning; Special Education; Teaching Methods
IDENTIFIERS- United Kingdom

This volume highlights the language and learning needs of pupils with English as an additional language in the United Kingdom. It includes chapters by British teachers and researchers working in this field. The book addresses a number of issues of interest to practitioners, scholars, teacher educators, and policy makers. Each chapter is prefaced by a brief statement that seeks to locate the discussion in the context of contemporary developments. Chapter titles include the following: "Bilingual Learners: Reading and Literature Within National Curriculum English" (Lorraine Dawes and Dimitra Poli); "Romantic Bilingualism: Time for a Change?" (Roxy Harris); "Language Content and Learning Process In Curriculum Tasks" (Constant Leung); "Key Issues in Assessing Progression in English as an Additional Language" (Lynne Cameron, Martin Bygate); "Special Education Needs and Language Proficiency" (Tony Cline); "Bilingual Children in the Pre-School Years: Desirable Outcomes for Learning?" (Rose Drury); "The Continuing Revolution: Teaching as Learning in the Mainstream Multilingual Classroom" (Jill Bourne). References are included at the end of each chapter. (KFT)

ED 453 685 FL 026 747

Denney, Maria K.; English, Judith P.; Gerber, Michael M.; Leafstedt, Jill; Ruz, Monica L.
Family and Home Literacy Practices: Mediating Factors for Preliterate English Learners at Risk.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Curriculum Development; *Distance Education; Educational Planning; Higher Education; Internet; Online Courses; *Psychology; Teaching Methods
IDENTIFIERS- Web Based Instruction

This paper provides tips and suggested activities for an online course in psychology. It describes the steps needed to start planning an Internet course and various features that are important to the success of the course (i.e., technical support, learning participation in discussions). Possible problems with computer-mediated instruction are also addressed. It is important to remember that teaching an online course is not an escape from teaching; it is teaching in a different format. (Contains 12 references.) (SLD)

ED 453 708 HE 034 030

Ludwig, Brooke
Web-Based Instruction: Theoretical Differences in Treatment of Subject Matter.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Distance Education; *Educational Theories; Higher Education; Online Systems; *World Wide Web
IDENTIFIERS- *Cognitive Flexibility; *Elaboration Theory

Views of learning and teaching have a direct relationship to the treatment of subject matter in online instruction. Two instructional theories, Elaboration Theory and Cognitive Flexibility Theory, are discussed in the context of online learning. Elaboration Theory (C. Reigeluth) is primarily concerned with the organization of course materials. The theory prescribes sequencing conceptual, procedural, and theoretical content from the most basic to the more complex. Cognitive Flexibility Theory is a case-based theory of instruction intended for use with complex and ill-structured knowledge domains. A central assertion is that advanced learning involves the development of flexible representations of knowledge that will help promote deep conceptual understanding and the ability to use knowledge adaptively. The theory was intended to support interactive technology, including hypertext and Web-based instruction. Research has demonstrated the usefulness of these two approaches. (Contains 16 references.) (SLD)

ED 453 709 HE 034 031

Risk Management: A Guide to Good Practice for Higher Education Institutions. Good Practice.
PUB DATE- 01
NOTE- 42p.; Some related material available at

of students enrolled in Maryland institutions of higher education during the fall of 2000. Enrollments are shown for first-time freshmen, undergraduates, graduate students, and professional students. Appendix A presents the enrollment data by place of residence for students of both sexes and all racial/ethnic groups combined. Appendix B provides residency information for all black students. Reports by sex and individual racial/ethnic groups may be obtained from the Maryland Higher Education Commission. The information for this report was obtained from the fall student data tape submissions of all public campuses and a number of independent institutions. (SLD)

ED 453 730 HE 034 054

Keller, Michael
Enrollment Projections, 2001-2010. Maryland Public Colleges and Universities.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Community Colleges; *Enrollment Projections; Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Part Time Students; *Public Colleges; Tables (Data)
IDENTIFIERS- *Maryland

This document presents enrollment projections for the public colleges and universities in Maryland through the year 2010. These are headcount projections for each higher education institution, with breakdowns by full- and part-time undergraduates and, as applicable, full- and part-time graduate/professional students. Full-time equivalent (FTE) and full-time day equivalent (FTDE) projections were calculated by applying a mathematical formula to the headcount figures. For the first time, projections have been developed for state-eligible FTE noncredit continuing education enrollments at the community colleges. These projections offer a context for higher education policy discussions. Projections suggest that the total headcount enrollment at Maryland public colleges and universities is projected to be 27.2% higher, by nearly 61,000 students, in 2010. This is more than 22,000 students above the forecast made for the 2000-2009 period the year before, and it primarily reflects the anticipated surge in enrollments at the University of Maryland University College resulting from developments in Web-delivered education. There will be a sharp difference between the community colleges and the public four year institutions in the growth rates of full- and part-time undergraduates during the next 10 years, with a much greater increase at the community colleges. (SLD)

ED 453 731 HE 034 055

Performance Indicators of California Higher Education, 2000.
PUB DATE- 01
NOTE- 104p.; For the 1999 report, see ED 440 604.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; Accountability; College Freshmen; College Preparation;

publication of several other books on the same topic have made it clear that athletics reform is a cause of self-questioning among leaders in higher education. Periodic attempts at the reform of college athletics have been common, but pressures for change are continuing to mount. Trustees and the governing boards of institutions should expect an increase in athletics-related agenda items and an increase in levels of controversy. College governing boards will be forced to confront the most fundamental issue in college athletics, whether an institution is best served by sponsoring college athletics at all. Recent data are causing institutions to take a new look at long-held suppositions, such as the assertion that most athletic programs generate money for the institution or that winning teams have a positive impact on institutional giving. Institutional leaders who are being challenged to clarify the role of athletics on their campuses should use a framework that: (1) clarifies the purpose; (2) evaluates program performance; (3) relies on data-based decision making; and (4) adheres to standards of accountability. Data will be needed on financial realities, the impact of athletics on campus culture, and the educational impact of athletics. The challenge for leaders in higher education is to assess the role of athletics in the life of the college honestly. (Contains 10 references.) (SLD)

ED 453 751 HE 034 077

Nicholson, Michael W.
Adaptation of Asian Students to American Culture.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; *College Students; Cultural Differences; *Foreign Students; Higher Education; *School Role; Social Adjustment; *Student Adjustment
IDENTIFIERS- *Asians

The purpose of this study was to examine how Asian students at Western Michigan University (WMU) have adjusted to U.S. culture and more specifically to life at a U.S. university. I. Owie (1982) found a high degree of social alienation among foreign students at two Midwestern U.S. universities. He recommended that universities continuously evaluate their foreign students' services programs so that they function with optimum effectiveness in making foreign students feel at home. The subjects for this study consisted of 10 Asian students at WMU who were interviewed using the Asian Student Adjustment Survey, a 22-item questionnaire developed by the investigator. The questions generated student comments that were summarized and often quoted for illustrative purposes. This study provided insights from these international students about their problems and concerns at WMU. It was determined that the major problem concerned their lack of English proficiency. The questionnaire is attached. (Author/SLD)

ED 453 752 HE 034 078

England, James
Bringing Secondary Education into the Information Age: Universal College Preparation. Preschool through Postsecondary.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Metropolitan Life Foundation.
PUB DATE- 01

The purpose of this study was to assess the level of caring ability of a sample of pharmacy students and assess the relationship between selected predictor variables and pharmacy students' caring ability. Caring was viewed as the ability to assume responsibility for the protection and welfare of another without being perfunctory or begrudging. Questionnaires, including the Caring Ability Inventory (N. Nkongho, 1990) (CAI), a measure of parental bonding, and a measure of school climate, were administered in 3 pharmacy schools in the United States, and 322 surveys were returned, for a response rate of 93%. The mean caring score on the CAI for pharmacy students was 198, below the low, medium, and high CAI norms for nurses and approximately at the median norm for female college students. Whether or not this is an adequate level of caring to provide pharmaceutical care is not clear. The developed model explained a modest amount of variance in pharmacy students' level of caring, with maternal bonding and school climate morale as statistically significant predictors. Students have been attracted to pharmacy traditionally because of the business orientation and the science foundation. The affective domains may become more important as the profession moves toward a patient orientation. (Contains 2 tables and 24 references.) (SLD)

ED 453 773   HE 034 102

Otieno, Tabitha N.
Higher Education: A Qualitative Inquiry into the Educational Experiences of Seven African Women.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; *Educational Experience; *Females; Foreign Students; Gender Issues; *Graduate Students; Graduate Study; Higher Education; Qualitative Research
IDENTIFIERS- *Africans

This study was a qualitative inquiry that focused on the educational experiences of seven African women students' attempt to pursue higher education in their home countries. It identified the problems they encountered, and how they overcame them, and explored their educational experiences in the United States. Data came from systematic interviews and field observations and informal surveys. Informants were asked to read notes from their interviews and add to or clarify them. Six of the seven informants had done their undergraduate studies in their own countries. They had come to the United States to pursue master's degrees, and six had been "wooed" to pursue doctoral degrees. They had work experience in various fields, and had successful careers. The data analysis identified four categories of interest; motivational factors, barriers, strategies, and studies in the United States. All of the informants agreed that education in most African countries does not favor the upward mobility of women, and they talked about African cultural elements that the schools perpetuate that tend to discourage girls and women. They made several suggestions to encourage women to stay in the educational systems of their own countries. Most of these recommendations will require substantive societal changes. (Contains 16 references.) (SLD)

ED 453 774   HE 034 103

Based Information Services for Studies Planning, Management and Administration"; "Traveling the Innovative Path: How To Survive the Implementation of a New Information System"; "Getting Management Support from a University Information System"; "Balanced Scorecard for Universities"; "Reflections on the Fate of IT Strategies"; "The Growth of the Information Strategy Approach"; "Characteristics of IT Strategy in the Medical University of Varna"; and "Systems, Processes and Transformation: The Liverpool John Moores University Approach to C&IT-Enabled Change." Track C papers include: "Converged Librarian/Academic Roles in the 'Wired' University"; "DEDICATE: A Networked Professional Development Project in Information Literacy and User Education"; "Library Cooperation at the NOVA University: The Nordic University in Agriculture Forestry and Veterinary Medicine"; "Electronic Libraries and Collaboration in the UK: The eLib Clump Projects"; "Viikki Virtual Infocenter: An Integrated Information Workstation"; and "The ELISE II Project, A Digital Image Library for Europe." Track D papers are: "Authentication on WWW Using Smartcards"; "Coordinating the Swedish Admission Systems Using the Ping-System"; "Remote Management of Computing Resources in Academic Institutions with Secure Shell"; "Security Concerns in Medium-Sized Academic Institutions. An Implementation at the University of Las Palmas de G.C."; and "Security: Policy and Education of Users at the Level of an Institute." Track E papers include: "Metropolitan Area Networks: The Opportunities for Collaboration Amongst Universities"; "Quality Process as an IT Strategy"; "Introducing Information and Communication Technology for Teaching in French Universities"; and "Collaboration as a Challenge: New Learning Environments Embedded in Old Traditions." Poster abstracts are provided at the end of the document. (AEF)

ED 453 794   IR 020 640

Helford, Paul Q.; Lei, Richard M.
Using the Web To Deliver and Enhance Classes: Two Case Studies.
PUB DATE- 99
NOTE- 8p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Curriculum; *Computer Assisted Instruction; Conventional Instruction; Distance Education; Educational Television; Higher Education; Instructional Design; Instructional Development; Instructional Improvement; Nontraditional Education; Student Reaction; *World Wide Web
IDENTIFIERS- Northern Arizona University

This paper discusses two case studies conducted at Northern Arizona University. The studies are from classes that are using the World Wide Web to enhance teaching and learning. One class is the Art of Cinema, a film studies class that has been taught via Instructional Television (ITV) for five years. Various techniques have been used over the years to increase class interaction. This paper addresses a step-by-step procedure for effectively using the Web to enhance the learning environment in large enrollment courses like this one by increasing interaction between student and teacher and among students. The second class, Creative Advertising Strategies, was developed as a fully Web-based course in the summer and fall of 1997 and institutions producing distance education courses, and the lack of incentives for faculty to produce and provide distance education courses. On the demand side, participants noted that many Texans lack: access to computers and the Internet, knowledge about computers and technology, and motivation due to perceived or real feelings that the system is non-responsive. Participants noted many positive steps institutions were taking to develop their distance learning capabilities. They reported more distance learning courses and labs, more strategic planning in developing distance education programs, and more partnerships with public education, business and the community. Barriers discussed in the symposium are surmountable, participants said. They noted that public higher education institutions in Texas, in partnership with others, are having success in opening access to higher education through distance education, although more can be done. List of participants is appended. (AEF)

ED 453 812 IR 020 695

Ellsworth, James B.
Training or Performance Improvement?
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Objectives; Educational Principles; Military Organizations; Military Personnel; *Military Training; Models; Performance Factors; *Performance Technology; Training
IDENTIFIERS- *Army; Historical Background

The major change from an industrial to an information-based society has far-reaching implications for the profession of arms. This shift challenges many assumptions about soldier development and requires an aggressive response to retain the U.S. Army's edge despite an expanding mission and a shrinking budget. This article explores some of the critical shortfalls of the traditional military training model. It presents a brief history of Army training models; introduces the principles of human performance improvement; defines key performance improvement terms; discusses the benefits of human performance technology; and provides guidance for field commanders and institutional trainers during performance improvement transition, including several questions that can be used to evaluate whether it is worthwhile for a unit or organization to make that transition from training to human performance improvement. An overview of selected information and training sources is also provided. (AEF)

ED 453 813 IR 020 696

Fishman, Barry; Soloway, Elliot; Krajcik, Joseph; Marx, Ron; Blumenfeld, Phyllis
Creating Scalable and Systemic Technology Innovations for Urban Education.
SPONS. AGENCY- National Science Foundation, Washington, DC.; Kellogg Foundation, Battle Creek, MI.; Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Libraries; Library Collection Development; *Library Development; Library Material Selection; Library Materials; *Library Services; *Multilingual Materials; Program Development; *Spanish Speaking; User Needs (Information)

This book is a guide for librarians and media specialists who recognize the value of bilingual-bicultural education and are looking for ideas to develop library services for their Spanish-speaking patrons. Chapter one gives a brief history of Spanish-speaking people in the United States, as well as cultural characteristics, family role, socioeconomic factors, and level of education of Latinos. This chapter also includes the author's impressions and descriptions of libraries and library use in Mexico, Ecuador, Chile, and Puerto Rico. Chapter two presents ideas for developing adult services for Spanish-speaking patrons, and discusses how to make connections, materials selection criteria, library promotion, outreach programming, and periodicals, newspapers, computers and other resources. The next three chapters focus on materials, programs, and activities for preschool to early elementary school children, children in the middle grades, and teenagers. Chapter six focuses on communicating with Spanish-speaking patrons by speaking a language they understand and giving them the tools to figure out things for themselves. Chapter seven identifies Internet sites that can provide supplemental sources and services for Spanish-speaking patrons. Appendix A lists several helpful resources for librarians, including selection tools, Internet resources, listservs, organizations, book awards, book fairs, and conferences/workshops. Appendix B provides a Spanish-English chart of related vocabulary and bilingual examples and forms for the library. Appendix C gives names and descriptions, with addresses and other contact information, of publishers and distributors of Spanish-language materials. Includes an index. (Contains 189 references.) (AEF)

ED 453 832   IR 058 087

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. 2001 Edition.
PUB DATE- 01
NOTE- 173p.; For 2000 edition, see ED 439 714.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Artists; Authors; *Awards; Books; *Childrens Literature; Illustrations; *Picture Books; Publications
IDENTIFIERS- *Caldecott Award; *Newbery Award

Each year the Newbery and Caldecott Medals are awarded by the American Library Association for the most distinguished American children's books published the previous year. This 2001 edition of the Newbery and Caldecott Awards guide celebrates the latest medal and honor books along with all those that came before. The first chapter presents the authorization and terms of the Awards, and the second chapter includes reflections and thoughts of the 2000 Newbery Award Selection Committee. The next section gives the Newbery Award and honor books, providing descriptions of the Award-winning and honor titles for each year, beginning with the year 2001 and ending with the year 1922. The Caldecott Award winners and honors are then given, beginning with the year 2001 and ending with the year 1938. A final section, a work-in-progress, attempts to list the media used to create illustrations in the mean salary decline by 5%--from $58,364 in 1993 to $55,612 in 2000. Faculty holding a master's degree saw their real-dollar mean salary decline by 6%--from $53,623 in 1993 to $50,652 in 2000. Faculty holding a bachelor's degree saw their real-dollar mean salary decline by 4%--from $48,052 in 1993 to $46,107 in 2000. Faculty holding a single journeyman's certificate saw their real-dollar mean salary increase by 2% between 1997 and 2000 from $42,865 to $43,672. The sharpest decline in the average real-dollar mean salaries for college and institute instructors occurred immediately following a three-year 21% reduction in government funding that began in 1994. (JA)

ED 453 853 JC 010 405

Kentucky Community and Technical College System 2000/2001 System Profile.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Planning; *Community Colleges; Educational Finance; *Enrollment; *Institutional Characteristics; *School Organization; Student Characteristics; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Kentucky

The 2000-2001 Kentucky Community and Technical College System (KCTCS) Profile outlines institutional characteristics and facts. It includes strategic plans, goals, history, enrollment rates, KCTCS districts and colleges by district, and information about the Board of Regents and Foundation. Profile highlights include: (1) fall 1999 credit enrollment was 45,988; (2) 94,074 students and 2,404 companies were served by KCTCS' workforce training and continuing education programs; (3) 60,061 students and 1,091 agencies were served by KCTCS' fire and rescue training program; (4) the average age of the technical college student was 28; (5) the average age of the community college student was 27; (6) KCTCS employs 3,600 full-time faculty, staff and administrators; (7) the 2000-2001 budget was $374 million; (8) 3,138 associate degrees were granted in 1998-99; and (9) the largest enrollment in the system came from Jefferson Community College, with a fall 1999 headcount of 8,398. (JA)

ED 453 854 JC 010 407

Actual 1999-2000 Cost Allocation Summary.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Administration; *Educational Finance; Expenditures; *Operating Expenses; Resource Allocation; State Aid; *Student Financial Aid; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

This report provides data on the 1999-2000 cost allocation schedules of Wisconsin's technical colleges. Cost allocation information is used to calculate the distribution of state aid to the colleges and prepare financial and enrollment reports, including state statistical summaries and reports on the financing of Wisconsin's technical colleges. Beginning with

Education: A German View of Focus on Africa" (Heribert Hinzen); and "Annotated Bibliography of 44 Selected Works of Jones Akinpelu" (Sabo A. Indabawa). (Most papers contain substantial bibliographies.) (MN)

ED 453 360 CE 081 730

Carr, Victor; Locatis, Craig; Reid, John C.; Ullmer, Eldon; Weisberg, Michael
An Online Education Sourcebook.
PUB DATE- 99
NOTE- 47p.; Eldon Ullmer was the editor.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; Diffusion (Communication); Distance Education; Higher Education; Information Technology; Medical Education; *Online Systems; Problem Based Learning; Program Development; Program Implementation; *Teamwork; *Technology Transfer
IDENTIFIERS- Groupware

This resource provides basic information on five selected topics related to creating and implementing online educational programs. "Adult Learning" (John C. Reid) provides an overview of general learning theories and discusses the characteristics of adult learners, strategies for taking advantage of adults' traits and motivations in creating learning programs, features of ideal adult learning environments, and suggestions for future research. "Computer-Supported Cooperative Work (CSCW)" (Michael Weisberg) examines the attributes of cooperative work, factors that increase team effectiveness, the integration of communication and computer technologies to achieve organizational goals, and computer-mediated communication and "groupware" programs. "Cooperative Learning and Distance Education Online" (Craig Locatis) describes cooperative learning's characteristics, methods, and benefits; examines research that supports cooperative learning; and discusses theories that explain its effectiveness. "Problem-Based Learning (PBL) in the Health Sciences" (Eldon J. Ullmer) analyzes this approach that has a long history in medical education and is staunchly defended by its proponents. A problem-based model is explained, and research on PBL is examined. "Technology Adoption and Diffusion" (Victor Carr) elaborates alternative views and theories of adoption/diffusion, differentiates several categories of technology adopters, and outlines strategies for affecting technology diffusion. (Each article contains 15 or more references.) (YLB)

ED 453 361 CE 081 741

Sticht, Thomas G.
The Adult Education and Literacy System (AELS) in the United States: Moving from the Margins to the Mainstream of Education.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Adult Education; Adult Literacy; Cognitive Development; *Educational Benefits; Educational

Study; *Instructional Design; Instructional Material Evaluation; Instructional Materials; Learning Activities; *Online Courses; Postsecondary Education; Strategic Planning; Student Evaluation; Student Needs
IDENTIFIERS- Canada

Instructional design is the art and science of crafting effective learning environments. The main challenges in instructional design are about content or process. Content should be considered first. A key challenge is ensuring that authors write in a way that is engaging and actively involves learners. Technology is another important challenge, especially in distance education (DE). Developers must overcome their tendency to bring traditional teaching models to meet the challenge of rapidly changing technology. The way forward in online DE is for developers to use their local expertise to develop online resources and concentrate on integrating available resources and creating the context and environment that allows students to access the best materials available. Practitioners just beginning the process of instructional design for self-learning in DE need to consider the following components of a typical plan: the introduction; role of staff; student characteristics; subject description; aims and objectives; content outline; learning environment; interaction and activities; assessment; learning materials; student requirements; learner support; development schedule; and evaluation. (Twenty-eight print references and online resources are listed.) (MN)

ED 453 378   CE 081 781

Haughey, Margaret
Managing for Electronic Networking. Knowledge Series.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Comparative Analysis; *Computer Uses in Education; Continuing Education; Conventional Instruction; Definitions; Delivery Systems; *Distance Education; *Educational Administration; Educational Planning; *Educational Practices; *Educational Technology; Educational Trends; Foreign Countries; Guidelines; Information Management; *Information Networks; Information Technology; Internet; Lifelong Learning; Postsecondary Education; Program Development; Quality Control; Strategic Planning; Teacher Student Relationship; Trend Analysis; World Wide Web
IDENTIFIERS- Canada

Electronic networking can help postsecondary institutions with distance education (DE) programs respond to increasing pressures to improve the services they offer and make them more cost-effective. Some institutions immediately accepted the need for electronic networking and began to develop and implement technology plans focused primarily on hardware and installation. As postsecondary funding continued to diminish, the advantages of electronic systems for admissions, registration, record keeping, financial management, and administration became evident. Electronic networking can be a useful tool to DE operations; however, DE programs interested in wider implementation of electronic networking in their academic services must develop a clear vision and

Leonard, Henry A.; Winkler, John D.; Hove, Anders; Ettedgui, Emile; Shanley, Michael G.; Sollinger, Jerry
Enhancing Stability and Professional Development Using Distance Learning.
SPONS. AGENCY- Department of the Army, Washington, DC.
PUB DATE- 01
NOTE- 80p.; For a related report on distance learning, see CE 081 804.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Conventional Instruction; Cost Effectiveness; Delivery Systems; *Distance Education; Educational Environment; Educational Finance; Educational Policy; *Educational Practices; *Educational Quality; Efficiency; Lifelong Learning; *Military Personnel; *Military Training; Outcomes of Education; Performance; Policy Formation; Postsecondary Education; *Professional Development; Program Costs; Program Development; Program Effectiveness; Student Attitudes; Trainees; Well Being
IDENTIFIERS- Armor Crew Personnel; Army

The U.S. Army is in the process of implementing the Army Distance Learning Program, which is intended to improve training effectiveness and efficiency by substituting distance learning (DL) for portions of its current resident instruction program. To determine the potential effectiveness of DL in delivering military training, 25% of the resident portion of the Armor Captains Career Course was converted to DL and the time allotted to that portion of the course sequence was reduced by 30%. The revised course consisted of a 16-day DL phase and a 94-day resident phase. With that course structure as a basis, four alternatives to the current practice that involved different combinations of permanent change of station (PCS) and temporary duty status (TDY) were explored. Depending on the mix of PCS and TDY status, the four options increased the time on home station from 32 to 43 days per officer and yielded a minimum estimated increase of 8-15 available duty days. The effect on trainees' well-being varied among the options. Three of the four options were slightly more expensive than the existing training system; however, DL conversion enhanced stability by keeping soldiers in their units longer. (Fourteen tables/figures and 11 references are included.) (MN)

ED 453 395   CE 081 806

Raiskums, Bernadine W.
Principles and Principals: A Dictionary of Contemporary Adult Education Terms and Their Users.
PUB DATE- 01
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Abbreviations; *Adult Education; *Adult Educators; *Adult Learning; Classroom Techniques; Continuing Education; Definitions; Distance Education; Educational Legislation; Educational Philosophy; *Educational Practices; Educational Research; *Educational Theories; Federal Legislation; Graduate Study; Higher Education; *Learning Theories; Lexicography; Lifelong Learning; Literature Reviews; Postsecondary Education; Research Methodology; Secondary Education; Social Theories; Teaching Methods; Vocabulary; Womens Education

This document, which is designed to help individuals entering adult education graduate programs in North America, contains

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Attachment Behavior; Collegiality; *Employer Employee Relationship; *Individualism; Influences; Interpersonal Competence; *Job Performance; *Labor Force Development; Leaders; Learning Theories; Literature Reviews; *Organizational Climate; Pilot Projects; *Trust (Psychology); Work Environment
IDENTIFIERS- *Collectivism

This document contains three papers on human resource development (HRD) and trust in organizations. "Organizational Trust: An Orientation for the HRD Practitioner" (Christina L. Lafferty, Brad D. Lafferty) reviews research on organizational trust that was conducted with a focus on cognitive-based theories, affect-based theories, and combined cognitive- and affect-based theories. The paper explores what studies based on these theories have contributed to HRD knowledge about the mechanisms of organizational trust and the relationship between organizational trust and performance. "A Conceptualization of Interpersonal Trust in the Workplace" (Sandra L. Williams) examines the existing literature on interpersonal trust in the workplace and develops a conceptual framework for understanding interpersonal trust in work settings. The framework includes consideration of the multidimensional characteristics of personal trust as well as the antecedents to and outcomes of interpersonal trust. "Organizational Trust and Attachment to an Immediate Leader: A Pilot Study" (Colleen E. Duffy, Christina L. Lafferty, Brad D. Lafferty) reports on a pilot study that examined the organizational trust scores of individuals having positive attachment to an immediate leader and demonstrated that attachment to an immediate leader does not significantly affect organizational trust scores. All three papers include substantial bibliographies. (MN)

ED 453 413   CE 081 836

Fisher, Susan Reynolds; Short, Darren; Sleezer, Catherine M.
Performance on Multiple Levels: Seeing the Forest "and" the Trees. Innovative Session 1. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 6p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Education Work Relationship; Focus Groups; *Job Performance; *Labor Force Development; *Organizational Development; Organizations (Groups); *Theory Practice Relationship; Training; *Training Methods; Workshops
IDENTIFIERS- *Multilevel Analysis

A team of three organizers and a panel of five experts representing scholars and practitioners from multiple disciplines participated in an innovative session that explored performance at multiple levels in organizations. The session objectives were as follows: (1) raise participants' awareness of multilevel approaches to the study of organizations; (2) create an opportunity for exploring the potential of multilevel frames when dealing with organizational performance issues; (3) provide participants with ideas for using multilevel theory in human resource development applications and emphasize the

Federal Aid; Federal Programs; Higher Education; Holistic Approach; Human Resources; *Inplant Programs; *Job Analysis; Job Skills; Job Training; *Labor Force Development; Needs Assessment; School Business Relationship; Skill Analysis; Task Analysis; Teacher Education; Vocational Education
IDENTIFIERS- *Common Sense

This symposium on workplace learning consists of three presentations. "Beyond School-to-Work Initiatives: Does Human Resource Development (HRD) Have a Role?" (Gene Roth, Laurel Jeris) asks HRD professionals to consider potential relationships between career development and current federally funded educational initiatives for workforce preparation. It advocates the reconceptualization of the traditional contexts for HRD to include the public education sector, along with preservice and inservice teacher education, in a combined effort to share expertise, learn from those who will build the future, and put into practice a holistic and systemically-based view of career development. "The Concept of Common Sense in Workplace Learning: A Qualitative Study" (Robert W. Rowden) reports a study that demonstrates seven variations on how common sense learning should be a part of workplace learning and development along with theoretical learning. "Job Analysis for Training: Examining the Holistic Nature of Work Requirements" (Donna H. Redmann, Judith L. Lambrecht, Wanda L. Stitt-Gohdes) examines various tools used for job analysis and seeks a greater understanding of workplace learning within the job settings. Two of the papers include substantial bibliographies. (YLB)

ED 453 432 CE 081 855

Managerial Performance Issues. Symposium 24. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Behavior; Administrator Characteristics; Administrator Education; Administrator Qualifications; *Administrators; Adult Learning; Competence; Education Work Relationship; *Educational Needs; Educational Theories; Employment Qualifications; Feedback; Foreign Countries; Hospitality Occupations; Human Resources; *Job Performance; Job Skills; Job Training; *Labor Force Development; Literature Reviews; *Management Development; Models; Needs Assessment; Organizational Development; *Performance Factors; Postsecondary Education; Predictor Variables; Retailing; Surveys; Theory Practice Relationship; Tourism; Training Methods; Trend Analysis
IDENTIFIERS- Expatriates; Impact Studies; Japan; Scotland

This document contains three papers on managerial performance issues. "Managerial Skill Requirements: Evidence from the Scottish Visitor Attraction Industry" (Sandra Watson, Martin McCracken) presents the findings from an exploratory study of those skills that managers in the Scottish visitor attraction sector considered most important to success as a manager in the sector. The study established that most managers focused on operational-level skills and gave little credence to strategic/general, technological, and self-management skills, thus accentuating the need for training and development to

Development; Measurement; Models; Needs Assessment; *Off Farm Agricultural Occupations; *Organizational Development; Rural Extension; Small Businesses
IDENTIFIERS- *Kenya

This symposium on assessment and evaluation modeling consists of three presentations. "Training Assessment Among Kenyan Smallholder Entrepreneurs" (George G. Shibanda, Jemymah Ingado, Bernard Nassiuma) reports a study that assessed the extent to which the need for knowledge, information, and skills among small scale farmers can promote effective management of the off-farm enterprises. It recommends business counseling as an integral part of extension education. "Business-Focused Evaluation: A New Collaborative Model" (Valerie Stead) presents a case study of a business-focused evaluation model developed as part of an organizational development intervention for a global semi-conductor company. It assesses the model's value against three principles concerning collaboration, joint ownership, and integration drawn from client and provider needs and current thinking in evaluation research. "Challenges in Measuring and Evaluating Diversity Efforts in Human Resource Development" (T. Marshall Egan) examines challenges faced by practitioners and scholars interested in evaluation and measurement of diversity efforts in organizational contexts. It considers an organizational systems model illustrating the diversity-related interchanges between an organization and the macro environment and examines challenges to measurement and evaluation due to the latency of the diversity, performance, and performance improvement constructs. All three papers include substantial bibliographies. (YLB)

ED 453 450 CE 081 875

Workplace Issues in Human Resources. Symposium 40. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 18p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Aging (Individuals); Career Development; Career Education; Employee Attitudes; Employer Employee Relationship; *Feedback; Human Resources; *Labor Force Development; Literature Reviews; *Older Adults; *Older Workers; Organizational Climate; Organizations (Groups); *Personnel Evaluation; *Public Policy; Retirement
IDENTIFIERS- *Organizational Structure

This symposium on workplace issues in human resources consists of two presentations. "The Effect of Organizational Structure on Single-Source and Multiple-Source Performance Appraisal Processes: Implications for Human Resource Development (HRD)" (Karen K. Yarrish, Judith A. Kolb) investigates ratee acceptance of single- and multi-source performance feedback for employees working with a loosely coupled (nontraditional) and a tightly coupled (traditional) organizational system. Findings indicate at least a low-moderate degree of acceptance of both types of feedback by all participants. "An Exploratory Examination of the Literature on Age and HRD Policy Development" (Tonette S. Rocco, David Stein, Chan Lee) reports an examination of the literature on older workers to identify themes related to workers who remain, return, or retire from the workplace. It relates that 4 databases were searched

Learning Disabilities: Questioning the Deficit Model"; Doctoral Dissertation, North Carolina State University, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Achievement; *College Students; Higher Education; *Learning Disabilities; *Models; Program Development; Skill Development; *Student Needs; Tutorial Programs

Students with learning disabilities (SLD) have been attending college at an ever-increasing rate. Although federal regulations opened higher education to college SLD, enrolled students often found that accommodations represented a small proportion of their service needs. Based upon extensive literature review, investigation of current delivery models, and a qualitative case study, an alternative service model was developed to facilitate academic success and personal growth for college SLD. This new model was based upon students' assets, not deficits, and was offered with the hope that this approach would assist students in moving from dependency to self-reliance and from mere access to higher education to full participation. A comprehensive college tutorial program called Learning Partners was implemented and focused upon individualized academic tutorials and relationship development. This college tutorial program can serve as a model to design similar programs or to make recommendations for successful postsecondary support. (Contains 2 appendixes and 16 references.) (JDM)

ED 453 471 CG 030 950

Kottman, Terry
Play Therapy: Basics and Beyond.
PUB DATE- 01
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Behavior; *Children; College Students; *Counseling Techniques; Counselor Training; *Family Counseling; Metaphors; Parent Child Relationship; *Play Therapy; Self Expression

This book provides an atheoretical orientation to basic concepts involved in play therapy and an introduction to different skills used in play therapy. The demand for mental professionals and school counselors who have training and expertise in using play as a therapeutic tool when working with children has increased tremendously. In response to this increased desire for training, colleges and universities have added introductory play therapy courses. This book is intended for students enrolled in such courses. It can also be helpful for clinicians who would like more knowledge and understanding of play therapy but do not have access to formal training. Chapters 1 through 3 explain basic concepts on rationale, history, and approaches to play therapy. Chapters 4 through 11 talk about setting up space for play therapy; how to choose toys; explaining the process to children and parents; assessing the children's behavior; and terminating the sessions. Chapters 12 through 14 describe advanced skills and concepts and how much of what is communicated in play therapy comes across in the form of metaphors. It contains descriptions of strategies

ED 453 491 CG 030 976

Bacon, Tina P.; Hilderbrand, John A.
Impact of a School-Based Drug Prevention Program on Students' Behaviors and Risk and Protective Factors.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Conference of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Drinking; Grade 6; *Illegal Drug Use; Marijuana; Middle School Students; Middle Schools; *Peer Relationship; Prevention; Program Effectiveness; Program Implementation; Smoking

This study examines the effectiveness of the Too Good for Drugs II (TGFD II) program in impacting adolescents' substance use intentions, attitudes, and perceptions. Sixth grade students (N=1,318) from six middle schools in a large Florida school district participated in the pretest and posttest phase of the study. Posttest questionnaires were administered at the end of the first 9-week period immediately following the delivery of the prevention curriculum and again 20 weeks after the treatment delivery period. The TGFD II program evidenced positive effects on sixth-grade students' intentions to use tobacco, alcohol, and marijuana. The program was also successful in impacting students' risk and protective factors in the areas of Perceptions of Peer Resistance Skills; Positive Attitudes toward Non-Drug Use; Perceptions of Peer Normative Substance Use; Perceptions of Peer Disapproval of Substance Use; Association with Prosocial Peers; and Perceptions of Locus of Control/Self Efficacy. Treatment effects were examined for students participating in the program across gender, ethnic background, and socioeconomic status. The findings suggest that the program was equally effective for students regardless of gender, race, or economic status. (Contains 31 references.) (JDM)

ED 453 492 CG 030 977

Weeks, Gary
Integrating Human Services: Policymakers' Forum with Gary Weeks at the Rockefeller Institute of Government, Albany, New York.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Coordination; *Community Programs; *Human Services; Mental Health; Program Development; Public Health; *Public Policy; *Systems Approach

All states have systems for mental health, public health, substance abuse, and child and adult welfare that have been in existence for many years. Treating clients across these areas is often prevented by the fact that each agency acts independently. As a result of the compartmentalization of community services, many clients fail to get the help they need. This address describes a program begun at the Oregon Department of Human Resources that involved the coordinated assessment of the needs of the client. The aim was to deliver language; (3) hear good stories and informational books read aloud daily; (4) understand and manipulate the building blocks of spoken language; (5) learn about and manipulate the building blocks of written language; (6) learn the relationship between the sounds of spoken language and the letters of written language; (7) learn decoding strategies; (8) write and relate their writing to spelling and reading; (9) practice accurate and fluent reading in decodable stories; (10) read and comprehend a wide assortment of books and other texts; (11) develop and comprehend new vocabulary through wide reading and direct vocabulary instruction; and (12) learn and apply comprehension strategies as they reflect upon and think critically about what they read. The second section describes eight features of classrooms and campuses that support effective beginning reading instruction. The last section considers eight essential elements for adopting instruction to facilitate beginning reading success for children with special needs. (Contains 71 references and 26 "adaptations" references.) (NKA)

ED 453 515   CS 014 385

Promoting Vocabulary Development: Components of Effective Vocabulary Instruction. 2000 Edition. Texas Reading Initiative.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Elementary Secondary Education; Instructional Effectiveness; *Learning Strategies; *Reading Skills; Student Needs; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Word Derivation; *Word Knowledge

In spite of its obvious importance to academic success, vocabulary development has received little instructional attention in recent years. But finding ways to increase students' vocabulary growth throughout the school years must become a major educational priority. The purpose of this booklet is to help educators and administrators make vocabulary development an important part of instruction. The booklet is divided into three parts. In the first part, the focus is on some of the obstacles that can make vocabulary development a difficult task. The second part provides an overview of the components of effective vocabulary instruction and discusses how these components can help students overcome the major obstacles to vocabulary growth. Part three describes some specific techniques that are especially useful in teaching word meanings as concepts, particularly in the content areas. As "vocabulary" is used in the booklet, the term refers to the reading vocabulary--the body of words students must know if they are to read increasingly demanding text with fluency and comprehension. The booklet does not address issues of decoding and of acquiring sight words--the focus is on how students acquire meanings and understandings of new words and concepts. (Includes 60 notes; contains 56 references.) (NKA)

ED 453 516   CS 014 386

Research-Based Content Area Reading Instruction. 2000 Edition. Texas Reading Initiative.

discussing real ones. For the latter they seem to lack the experience, while the former are of greater interest to them because of their innate curiosity and love of discovering new and unknown objects. (Contains 11 references.) (Author/NKA)

ED 453 534 CS 217 537

Mooney, T. R.
Launching Loyola's E-Tutor.
PUB DATE- 01
NOTE- 11p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Electronic Mail; Higher Education; Student Needs; *Tutoring; *Writing Across the Curriculum
IDENTIFIERS- *Loyola University LA; Tutor Role; Voice (Rhetoric)

This paper describes how Loyola University New Orleans's Writing across the Curriculum program began extending writing support to its distance learners through e-mail. The paper also explains why a limited group of students was targeted for this service, as well as how the tutors developed their online voices and personalized these "e-conversations." It also discusses outcomes, successes, and surprises. Noting that the biggest challenge in establishing e-tutor service for off-campus students has been to maintain the personal, to sustain the kind of online "voice" Justin Jackson details in "Interfacing the Faceless," the paper explains that in one of the earliest tutor meetings during the Fall semester, Jackson's article was distributed and discussed. It states that by setting the article into context with past tutoring practices and with anticipated online demands, it was hoped that the challenge of preparing the e-tutors to "talk the e-talk" could be met. According to the paper, most off-campus students who sought writing help during the Fall semester preferred to fax rather than e-mail their drafts and to talk about their writing during a phone session rather than online. It finds that the real surprise, after increasing requests for online tutoring (from students as well as from teachers) is the small percentage of writers who actually took up the offer. A handout memo describing the program is attached. (NKA)

ED 453 535 CS 217 540

Hakanson, Sarah
The Effects of Learning Spelling Words in Context.
PUB DATE- 01
NOTE- 60p.; Masters in Education Program, Western Washington University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Context Effect; Grade 3; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction

The purpose of this study was to investigate the effects of learning spelling words in context on 17 students in a third grade classroom. The students ranged from low to high ability meeting. The paper highlights the presentation of four California speech instructors--in their classes the instructors encourage students to participate in activities that require learning from the community, service learning requirements added to existing courses, and consultation of speech faculty to the community itself. It describes the following learning activities: a role reversal project; a discussion activity to teach students the difference between presentations and discussions; a student volunteer work project; and a 2-day communication training session with the employees of a Southern California police department. Appended is a sheet with evaluation criteria for the role reversal project. (NKA)

ED 453 555 CS 510 560

Jennings, Douglas K., Ed.
Criteria for Teachers: Communication Teacher Education Preparation Standards and Guidelines.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; Higher Education; *Mass Media; Models; Preschool Education; *Program Evaluation; *Speech Communication; Speech Instruction; *Standards; Teacher Certification; *Teacher Education; Teacher Evaluation
IDENTIFIERS- *National Communication Association; National Council for Accreditation of Teacher Educ; Speech Communication Education

This comprehensive set of standards is for the purpose of assessing the training of preschool through grade 12 communication teachers by accredited institutions of higher education. The standards were developed in alignment with several relevant professional organizations. Adoption of the standards by the National Communication Association designates it as the model to assess communication teacher education training programs seeking approval by the National Council for Accreditation of Teacher Education and the state licensing agencies that have affiliated with that accrediting organization. This standards and guidelines document is divided into the following sections: Acknowledgments; Introduction; History; Program Focus; Evaluation and Portfolio Process; Format of the Guideline; Guidelines; Discussion of the Guidelines; and Resources. (NKA)

ED 453 556 CS 510 562

Van Rompaey, Veerle; Roe, Keith
Families' Conception of Space and the Introduction of Information and Communication Technologies in the Home.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 453 576 EA 031 014

The Principal, Keystone of a High-Achieving School: Attracting and Keeping the Leaders We Need.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Administrative Organization; *Educational Change; Elementary Secondary Education; Job Satisfaction; *Leadership; *Principals; Public Schools; School Administration; *School Effectiveness

Education policymakers agree that the principal plays a key role in creating the high-performing schools that the public demands today. There is a growing concern, however, that the supply of quality candidates may not meet the increasing demand for new principals caused by retirements among the current ranks combined with new school openings. This report presents a brief review of what research has to say about the importance of effective principals to effective high-performing schools and identifies the characteristics of these principals. It discusses factors contributing to the concern about a shortage of quality candidates for the principalship, and describes programs designed to face some of these problems. While current principals are quick to talk about the satisfactions of their jobs, they also agree on aspects that tend to discourage others to apply for available positions. Long and often stressful days and compensation that many principals see as insufficient to balance these demands are disincentives to a career as a principal. Perspectives of current principals about these issues are presented to provide an important context--that of the successful practitioner. The report suggests "next steps," since without action directed toward addressing the barriers to attracting and retaining quality people in the principalship, shortages are likely to become more serious. (Contains 5 pages of references.) (DFR)

ED 453 577 EA 031 016

Robinson, Ann; Anthony, Tommie Sue; Liu, Yuxiang; Dickerson, Larry R.; Clowers, Robert L.; Stanley, T. D.
A Carrot Is Better Than a Stick: The Effects of Advanced Placement Incentive Legislation in Arkansas.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement; Black Students; Cultural Differences; *Curriculum Enrichment; *Federal Programs; Grants; High Schools; *Low Income Groups; Program Proposals; Public Schools; *State Programs; Student Recruitment; *Teacher Improvement

The Arkansas Advanced Placement Incentive Program served as a charter for the establishment, organization, and administration of a program designed to improve the course offerings available to high school students. The act provided three incentives: (1) one-time equipment/materials grants; (2) teacher professional development reimbursements; and (3) payment to defray the costs examines the historical and cultural factors affecting women superintendents, and gaps in the research literature. The second part explores the gender and racial issues influencing the selection of women superintendents, including the role of search consultants, power relationships, and the unique challenges African-American and Hispanic applicants confront. The third part reveals the experiences of particular women superintendents. The final part of the work considers the ways researchers can assist women seeking such positions of authority. It is important for researchers to consider the usefulness of their research data and questions from the perspective of professionals because placing women in superintendent positions serves the larger purposes of social justice. (TEJ)

ED 453 596   EA 031 044

Creighton, Theodore B.
Data Analysis and School Administration: An Oxymoron?
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Data; *Data Analysis; *Data Collection; Data Interpretation; Data Processing; Educational Policy; Educational Quality; Elementary Secondary Education; *Statistical Analysis; *Statistical Data; Statistics; *Teacher Education
IDENTIFIERS- *Sam Houston State University TX

Data collection and analysis are frequently neglected by school leaders over the course of the decision-making process. All schools gather large amounts of information about students and teachers, but most data are used to satisfy administrative requirements rather than evaluate school improvement in a systematic fashion. Apprehension regarding statistics and statistical analysis among educators is substantially related to four major inadequacies in teacher preparation programs. The first is a lack of emphasis on the applicability of statistics to daily activities of teachers and leaders who frequently fail to see the practical uses of statistics in decision making. The second is poor use of new technologies in learning and using statistics and a continuing emphasis on statistics as mathematical theory. The third problem is a failure to design statistics courses for educational leaders and teachers in favor of other areas, such as psychology and sociology. The fourth major inadequacy is an emphasis on the inferential statistics used in theses and research studies instead of the descriptive statistics most likely needed in the school context. Data analysis in the school context need not be complex, and many useful data are already gathered in the normal course of school operation. Recent research indicates the ability to successfully use data is an increasingly critical factor in carrying out effective educational reforms and sustaining support for public schools. (TEJ)

ED 453 597   EA 031 045

Fuller, June Lade
Effective Strategies for Creating Change within the Educational System: A Three-Cycle Action Research Study.
PUB DATE- 01

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; Information Utilization; *National Surveys; Needs Assessment; *Special Education Teachers; *State Surveys; *Teacher Shortage

This report discusses the outcomes of a study that reviewed various teacher supply and demand studies to investigate the impact of survey designs on special education personnel preparation and to formulate an agenda of advocacy for the future design of surveys. Results from the study of two national surveys, three state surveys, two association surveys, and two national projection publications indicate: (1) national comprehensive longitudinal studies do not report desegregated data for special educators even when respondents have been able to identify themselves as having teaching assignments related to students with disabilities; (2) national studies collecting information from teachers are inconsistent in their listings of related services professionals and collection of data; (3) special education caseloads vary across disabilities and service delivery models, affecting projections; (4) perceptions do not carry the weight of numerical data and reduce the credibility of results; (5) variations in state licensure fields mirror trends in special education and defy uniform collection of data by disability served or teacher licensure; and (6) national comprehensive longitudinal surveys do not include questions that address fully the interests or needs of special education around legal burdens, paperwork, the broad range of instructional needs, and overlapping professional roles. Recommendations are included. (CR)

ED 453 616 EC 308 424

Timmons, Jaimie Ciulla; Schuster, Jennifer; Moloney, Mairead
Stories of Success: Using Networking and Mentoring Relationships in Career Planning for Students with Disabilities and Their Families. ICI Tools for Inclusion Family and Consumer Series, Volume 9, Number 2.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Career Planning; *Disabilities; Helping Relationship; High Schools; Job Placement; *Job Search Methods; *Mentors; *Social Networks

This brief shares stories about how three students with disabilities used networking and mentoring to become interested in or learn more about a line of work, or even to find jobs. The students represented different high school grade levels and had a wide range of disabilities including learning, cognitive, physical or health-related, sensory, behavioral, and psychiatric. The brief discusses how to identify, build, and use personal networks to help in the job search, as well as strategies for developing mentoring relationships. Strategies for developing career mentoring relationships include setting up a lunch date to discuss job search ideas, asking mentors to

Stroud, Nancy E.
School Concurrency: Lessons Learned from Broward County, Florida. Revised.
PUB DATE- 00
NOTE- 28p.; Presented to the Stein and Schools Lecture Series: Policy, Planning & Design for a 21st Century Public Education System (Cornell University, Ithaca, NY).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Educational Environment; *Educational Legislation; Elementary Secondary Education; *Public Schools
IDENTIFIERS- *Broward County Public Schools FL

This paper presents an overview of the intergovernmental planning and cooperation in a failed effort to defend a regulatory program for school concurrence in Florida's Broward County public school system. A detailed description of the proposed concurrency system is provided along with the critiques of the system that resulted from the administrative challenge, the County's response to the critiques, and the lessons learned from the program. (GR)

ED 453 638 EF 005 923

School Building Day, 2001.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; *Neighborhood Schools; *Program Development; Public Schools; *School Community Relationship
IDENTIFIERS- *Special Events

This document presents information and development materials about "School Building Day" (an event spotlighting the school facility and developing support and pride in the community's schools) to help local school districts conduct their own "School Building Day" to be held on April 20th of 2001. Included are lists of suggested activities and community resources, several preparatory checklists addressing school and playground safety and the learning environment, and guidelines for building local partnerships. Additionally, the document contains basic facts about urban school facilities, educational technology, and safety; sources for school building information; current school building legislation; some design principles; and selected articles on school planning and management. Appendices contain "International School Building Day" press releases, a suggested public service announcement, and a sample letter requesting support. (GR)

ED 453 639 EF 005 926

Indoor Air Quality and Student Performance and Case Studies .
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

article.) (KFT)

ED 453 663 FL 026 723

Bartlett, Tom
Dictionary, Systemicity, Motivation.
PUB DATE- 00
NOTE- 16p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Definitions; *Dictionaries; *English (Second Language); Grammar; *Lexicography; Vocabulary Development

Recent lexicographical work, especially in dictionaries aimed at the Teaching English-as-a-foreign-language (TEFL) market, has tended towards a functional grouping of vocabulary items in thesaurus format, rather than the traditional alphabetical approach of dictionaries. One reason for this, stemming from a more communicative approach to language teaching, is the idea that words are best understood and distinguished when presented as part of a meaning system in isolation. This approach fails, however, to capture the unity of meaning inherent in individual lexemes that is, or can be, demonstrated within the original lexeme-based approach. It is argued that both a lexeme's place within a meaning system and the connections between different senses of each individual lexeme constitute integral parts of its meaning and are essential for a full understanding of the item. It concludes that dictionaries should attempt to capture both sets of relationships within their format and examines ways in which this might be possible, presenting sample entries for modal auxiliaries "can," "could," and "should." (Contains 10 references.) (Author/KFT)

ED 453 664 FL 026 724

Dube, Sibusisiwe
The Nature of the Initial State Zulu L2 Grammar and Subsequent Interlanguage Development.
PUB DATE- 00
NOTE- 19p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *English; Error Analysis (Language); Foreign Countries; *Grammar; Interference (Language); *Interlanguage; Language Acquisition; Learning Processes; Linguistic Theory; *Native Speakers; Psycholinguistics; Second Language Instruction; Second Language Learning; Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- South Africa; *Zulu

A notable feature of developing interlanguage grammars is the apparent optionality in those areas of grammar where optionality is not characteristic of stable state grammars. In the Valueless Features Hypothesis, it is proposed that the appearance of apparent optionality in the very early stages of interlanguage development is due to the partial presence of functional categories at the initial state of non-native language development. The study reports on the study of acquisition of verb movement in Zulu by English native

DESCRIPTORS- *Emergent Literacy; *English (Second Language); *Family English Literacy; *High Risk Students; Immigrants; Kindergarten; Longitudinal Studies; Phonemics; *Phonology; Primary Education; Questionnaires; Second Language Instruction; Second Language Learning; Socioeconomic Status; Spanish; Student Evaluation; Transfer of Training
IDENTIFIERS- California

This paper reports the initial findings of a survey of family and home literacy factors that may influence the development of phonological awareness skills for preliterate English learners during the acquisition phase of reading development in a second language (L2). Preliminary findings are from the first year of a 3-year longitudinal study of the effects of early intervention phonological skills training for low performing, preliterate English learners in their first language (L1) to promote cross-language transfer to L2 reading abilities. Family and home literacy survey data were collected from 247 families of kindergarten students enrolled in 13 English-only and/or bilingual "Spanish/English" classrooms in 3 public schools in Southern California. Preliminary analyses revealed that Spanish was the predominant language across family and home contexts. While socioeconomic status and parent education levels were generally low, families were involved in early literacy activities at home. There was a variation in the emphases families placed on the type of literacy activities and the frequency of family literacy engagement with their child. The results revealed high paternal aspirations for their children's reading and academic achievement in Spanish and English. There were statistically significant differences between the family ratings of importance for their children's language and literacy achievement in Spanish and English. (Contains 11 references and 5 tables) (Author/KFT)

ED 453 686   FL 026 748

Vabulas, Lani; Yono, Tara; Zach, Rebecca
Creating Awareness of a Second Language and Another Culture in Elementary Children.
PUB DATE- 01
NOTE- 111p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Cultural Awareness; Elementary Education; Elementary School Students; Grade 4; Kindergarten; Learning Motivation; Preschool Education; Questionnaires; *Second Language Learning

This study examined why preschool, kindergarten, and 4th grade students had poor comprehension of a second language. The reasons for this were threefold: learning a second language is not essential to a child's life at these ages; they are not motivated to learn a second language on their own; and it was widely thought that learning a second language would be too challenging and time-consuming for children at these ages. A buddy program was used as a means of increasing their awareness of a second language. The program worked, because once it was instituted the children were indeed more aware of a second language. This was judged to be beneficial to the students for living in a global society. Appendices contain parent, student, and business surveys, a parent consent form, and several other items that could be used for handouts and other classroom activities. (Contains 27 references.) (KFT)

http://www.hefce.ac.uk under "Good practice," then "Risk management."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Educational Practices; Foreign Countries; *Higher Education; *Risk Management; Surveys
IDENTIFIERS- *England

This document draws on good practice in the higher education sector and elsewhere to provide practical guidance to higher education institutions in England on risk management. The guide is aimed at those involved in planning and implementing a risk management program. It contains case studies designed to be used as training materials, a sample risk management policy, and an illustrative list of risks commonly faced by higher education institutions. The findings of a 1999 risk management survey of 91 institutions of higher education were used to focus advice on the most significant areas. The guide contains these sections: (1) "Risk and Risk Management"; (2) "Developing Risk Management"; (3) Preparing an Implementation Plan"; (4) "Generating Improvement"; and (5) "Sustaining the Risk Management Process." Appendixes contain a discussion of guidance from the private sector, self-assessment questions for an implementation plan; and a sample voting form for prioritizing risk. (SLD)

ED 453 710 HE 034 032

Recurrent Grants for 2001-02. Report.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Educational Finance; *Enrollment; Foreign Countries; *Grants; *Higher Education; *Resource Allocation; Student Placement
IDENTIFIERS- *England

This document summarizes the provisional allocations of recurrent funding and maximum student numbers to higher education institutions in England. The Higher Education Funding Council for England allocated 4,757 million British pounds for distribution in 2000-2001. This allowed the maintenance of the unit of funding for teaching and research in real terms and the funding of an additional 31,900 full-time equivalent student places for the year. The allocation also provides an additional 100 million pounds for capital funding and 80 million pounds for rewarding and developing staff in higher education. The total for 2001-2002 comprises 3,162 million pounds for teaching, 888 million for special funding, 240 million for capital funding, and 80 million for academic and support staff. The document provides details about each type of funding, and specifies that the grants to institutions are conditional on the funds being used for eligible activities as established by legislation. An appendix contains descriptions of columns in four tables of data about resource allocation and grants. (SLD)

ED 453 711 HE 034 033

Model Financial Memorandum between the HEFCE and Institutions.

Community Colleges; Demography; *Educational Trends; Financial Support; *Higher Education; *Outcomes of Education; Public Colleges; State Aid; Tables (Data); Transfer Students; Trend Analysis
IDENTIFIERS- *California; *Educational Indicators

This is the seventh report in a series prepared in response to a legislative mandate that directed the California Postsecondary Education Commission to publish a report each year on significant indicators of performance. The report contains background information on the development and recent review of these performance indicators and describes the scope of each category of indicators, including a brief summary of current trends. The report shows that California high school graduates continue to increase in number and diversity, and that completion of a college preparatory course increased for nearly all groups. More Californians than ever took college admission tests and scored at or above the national average. The percentage of 12th graders taking Advanced Placement tests has more than doubled since 1986 to 16.3%, with increases registered regardless of gender and among most racial/ethnic groups. Community college transfers increased at both public university systems, and there was a slight increase in enrollments at the graduate level. An increase was also recorded in gender and racial/ethnic diversity of faculty members. The educational indicators are grouped into these categories: (1) population context; (2) fiscal context; (3) student preparation; (4) student access; and (5) student outcomes. An appendix contains the Assembly Bill that mandates this report. (SLD)

ED 453 732 HE 034 056

MacFarland, Thomas W.
Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey: A Comparison of Campus-Based Students and Distance Education Students.
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Computer Assisted Instruction; *Distance Education; Higher Education; Library Services; *Satisfaction; *Student Attitudes; Student Surveys
IDENTIFIERS- *Nova Southeastern University FL

This study used data originally gained from a survey in 1999 to study student satisfaction at Nova Southeastern University, Florida. Survey findings were reported elsewhere. More than 2,300 students responded to the survey. The perspectives of campus-based students were compared with those of students participating in distance education. Survey results indicate that students generally had positive opinions about the university and its many services, but there were a few areas where levels of satisfaction were significantly different. Areas of concern were the relatively lower perception of academic reputation by distance education students and the reported frequency and levels of use of the university's libraries and library services by distance education students. There was a disparity in the use of technology-based media in course, with campus-based students indicating a greater level of use of contemporary computer-based media such as electronic mail and the World Wide Web. Campus-based students were better satisfied with issues related to training, adequacy of

NOTE- 9p.; A series of essays supported by the MetLife Foundation
Change in Education Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Preparation; College School Cooperation; Dual Enrollment; Educational Policy; *High School Students; *High Schools; Higher Education; *Information Technology; *Technological Advancement

This paper examines the educational experience of students in their high school years and how this experience shapes their ability to be successful after high school. A study of research on high school students' educational experiences leads to the conclusion that the skills and knowledge needed by high school graduates who enter the workforce are the same as those needed by graduates who go directly to college. It is also evident that more collaboration is needed between high schools and colleges to produce a cohesive college preparatory curriculum. The evidence also suggests that virtually all students waste at least one year as they move from grades 11 through 13. Combining these assertions results in the development of a set of critical policy issues that must be addressed in order to create an education system that works for all students. These issues are: (1) high schools and colleges must collaborate to produce clear statements of where high school ends and college begins in each major field of study; (2) once high school graduation and college entrance standards are created, curricula that align with these standards must also be created; (3) middle school exit standards and curricula must be developed to mesh with high school standards; (4) students should develop a school completion plan before entering ninth grade; (5) students should be able to proceed at a pace appropriate to their achievement level; (6) to combat "senioritis," students should be offered education options that are appropriate to their level of attainment as soon as they have demonstrated the knowledge and skills necessary to graduate from high school; and (7) dual credit programs are a good interim way to meet the needs of a segment of high school students. (Contains 18 endnotes.) (SLD)

ED 453 753 HE 034 079

Finley, Dorothy L.
Online Education as a Means for Workplace Learning: A Case Study.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; Case Studies; Computer Mediated Communication; Continuing Education; *Distance Education; *Job Training; Needs Assessment; *Online Systems; *Professional Development; Researchers

A review of the research on online education was conducted to determine whether online education could serve the self-development requirements of the U.S. Army's Armored Forces Research Unit. Self-development needs for the organization are determined annually and met on an individual basis for the organization's membership of 13 behavioral research scientists and supporting staff. Internet search engines were used to

Lee, Jeong-Kyu
Impact of Confucian Concepts of Feelings on Organizational Culture in Korean Higher Education.
PUB DATE- 01
NOTE- 23p.; From the online journal "Radical Pedagogy" (ISSN-1524-6345) published by the International Consortium for Alternative Academic Publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cross Cultural Studies; *Educational Environment; Foreign Countries; Higher Education; Institutional Characteristics
IDENTIFIERS- *Confucius; Organizational Culture; Paternalism; *South Korea

This paper discusses the impact of Confucian concepts of feelings, especially paternalism and favoritism, on the organizational culture of current higher education in South Korea. A descriptive analysis approach is taken through the lens of a cross cultural perspective. The influence of paternalism and favoritism on Korean institutional organizational culture is evident in several ways. The absence of criticism is one of the shortcomings of colleges and universities in South Korea. Factionalism rooted in family ties, regional relations, and school ties has become an obstacle to the exchange of scholarly knowledge and of academic information about universities, schools, departments, and faculty members. In addition, favoritism based on interpersonal ties and selfish feelings is a problem in South Korean higher education, as are egoistic scholarship and the worship of foreign knowledge. A final dilemma identified is the closed organizational culture of South Korean higher education. (Contains 81 references.) (SLD)

ED 453 775 HE 034 104

Student Financial Aid Handbook, 2001-2002. Application and Verification Guide.
PUB DATE- 01
NOTE- 74p.; For the volume of the "Student Financial Aid Handbook" that contained this information in the previous year, see ED 446 541.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid
IDENTIFIERS- *Free Application for Federal Student Aid

This publication is intended for financial aid administrators and counselors who are helping students in the initial phases of the student aid process as they file the Free Application for Federal Student Aid (FAFSA), verify the information they submit, and make corrections and changes to FAFSA information. The material in this guide was part of the Student Eligibility volume of the "Student Financial Aid Handbook" in the past, but this year it has been published separately in response to user interest. The first chapter, "The Application Process: FAFSA to ISIR" (Institutional Student Information Record), contains information on the electronic and paper versions of the FAFSA.

taught on the Web, concurrently with a traditional classroom section, in spring of 1998. A pilot study was conducted to determine student satisfaction of a Web-based versus a traditional classroom environment and comparisons are made to each other. Results of the study, along with implications for future Web-based courses, are provided in this paper. (Author)

ED 453 795 IR 020 641

Wikstrom, Katri
Network Education.
PUB DATE- 99
NOTE- 6p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; Educational Technology; Foreign Countries; Higher Education; Information Networks; Instructional Materials; *Library Education; Professional Development; *Science Libraries; Training
IDENTIFIERS- University of Tampere (Finland)

The Institute for Extension Studies at the University of Tampere is coordinating a project called Network Education for Scientific Libraries, Archives and Museums. This three-year project is a part of the national program Finnish Information Society. The Ministry of Education is funding the professional further education of scientific libraries and archives through the project. The aim of the project is to develop training based on information networks and to promote the production of related distance learning material. The project also aims at improving knowledge of teleinformatics and information networks in libraries, archives and museums. So far, 14 courses of varying length have been organized with approximately 300 students from all over Finland participating. The project started in May 1996, and continues until the end of 1999 when the final report will be available. The project has so far been carried out according to the original plan, schedule and budget. This paper discusses the aims and organization; stages of the project; training; studying; and results of the project. (AEF)

ED 453 796 IR 020 642

Osorio, J.; Rubio-Royo, E.; Ocon, A.
Virtual Classroom for Business Planning Formulation.
PUB DATE- 99
NOTE- 8p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Computer Assisted Instruction; Computer System Design; *Distance Education; Educational Technology; *Electronic Classrooms; Foreign Countries; Higher Education; Instructional Materials; Online Systems; Strategic

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Research; *Educational Technology; Elementary Secondary Education; Instructional Design; Instructional Innovation; Instructional Materials; Material Development; *Urban Education

The past decade has seen great strides in the design of new learning technologies that support learning aligned with standards-based constructivist and inquiry teaching practices. Though there is considerable evidence that these technologies can help students learn when used appropriately, they are rarely employed beyond the small-scale settings in which they were designed and nurtured. Therefore, they have had only limited impact on K-12 education. This paper argues that a major reason current learning technologies are not being used broadly in schools is that there are incompatibilities between the demands of the innovations being introduced by the research community and the extant culture, capability, and management structures of schools. There are many plausible reasons; this paper suggests that a primary one is the nature of current research on learning technologies. The paper proposes that research on technology for learning should give expanded attention to a broad range of factors in school settings in order to better understand what is needed to bridge the demands of innovations and the realities of school culture, capabilities, and policy and management structures. As a starting point, the authors present potential areas for research in terms of the key challenges faced by teachers in trying to use inquiry-oriented technology, by educational leaders in enabling the use of inquiry-oriented technologies in schools, and by researchers attempting research in systemic school contexts. These challenges are derived from the authors' own experiences in the use of technology as a part of a large-scale urban systemic school reform project. (Contains 80 references.) (Author)

ED 453 814 IR 020 697

Ignatz, Mila
The Effectiveness of the Read, Write & Type! Program in Increasing the Phonological Awareness of First Grade Students.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Computer Assisted Instruction; Computer Software Evaluation; Grade 1; Instructional Materials; *Phonology; Primary Education; Reading Skills; Skill Development; Spelling; Writing (Composition)
IDENTIFIERS- *Accelerated Schools

The Accelerated Schools Project is an approach to school change, designed to improve schooling for all children, in particular, for "at-risk" students. In 1997, four accelerated elementary schools associated with Florida A&M University identified reading achievement across all grade levels as their major challenge. Using the Accelerated Schools inquiry process, the school cadre at each respective school conducted an investigation to study the problem in depth. Several best practices reading programs were identified for adoption. The program that was selected for implementation with the first

Caldecott Award and honor books, beginning with the year 1938 and ending with the year 2001. Includes author/illustration and title indexes. (AEF)

ED 453 833 IR 058 102

Thompson, Hugh A., Ed.
Crossing the Divide: Proceedings of the National Conference of the Association of College and Research Libraries (10th, Denver, Colorado, March 15-18, 2001).
PUB DATE- 01
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Advocacy; Distance Education; Higher Education; Information Literacy; Library Administration; Library Collections; Library Cooperation; Library Development; Library Services; Partnerships in Education; *Research Libraries
IDENTIFIERS- *Association of College and Research Libraries

The Contributed Papers in this volume revolve around seven themes designed to appeal to any librarian exploring new frontiers: Advocacy, Collections, Leadership and Management, Information Literacy, Distance/Distributed Education, Collaboration and Partnerships, and Services for Users. The conference committee received 168 proposals. All were anonymously peer reviewed; 42 were chosen for presentation at the conference and are included in this volume. The volume also includes two invited papers that focus on the topics of jurisdiction of librarians in scholarly communication and the challenge to academic libraries in the 21st century. Includes an index of authors and titles. (AEF)

ED 453 834 IR 058 104

Lance, Keith Curry; Rodney, Marcia J.
Statistics & Input-Output Measures for School Library Media Centers in Colorado, 1999.
PUB DATE- 99
NOTE- 628p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Information Technology; *Learning Resources Centers; Library Equipment; Library Expenditures; Library Funding; Library Materials; Library Personnel; Library Services; *Library Statistics; Library Surveys; *School Libraries; Statistical Data; Tables (Data)
IDENTIFIERS- *Colorado; Colorado State Department of Education

This document contains statistics and input-output measures for Colorado school library media centers. Statistics are provided in the three main categories of high schools, junior high/middle schools and elementary schools, and further subdivided into sections by enrollment size of schools within each category. For each section, the following tables are provided: school identification (RLSS code, address, city, zip code); respondent identification (name, title, phone, fax, e-mail); service hours per typical week; school library staffing per typical week; paid staff activities; school library usage per typical week; electronic access--number and types of computers; networked electronic access--number and types of networked computers; filtering; library media collection; and annual operating expenditures/school budget. Totals for school fiscal year 1997-98 actual and fiscal year 1998-99, projected the Non-Postsecondary Aid Category has been added to the Cost Allocation Summary Report. This aid category is used for costs and FTEs related to instruction below the postsecondary level or where instruction level is not applicable. Included in the Non-Postsecondary Aid Category are Basic Education, the Hearing Impaired Program and the Visually Impaired Program. The statewide total operation cost for technical diplomas was $126,527.50, with a cost per student ratio of 2.61. Comparable numbers for an associate degree is $343,169.70 and 2.37. Differences in unit costs appearing in the schedules reflect the interplay of factors unique to each technical college, including the mix of programs, the number of locations where courses are offered, enrollment levels, and the average number of credits for which students enroll. (JA)

ED 453 855   JC 010 408

Institutional Effectiveness Manual: A Practitioner's Guide to Planning and Assessment for Sante Fe Community College. First Edition.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; Educational Improvement; Educational Planning; Evaluation Methods; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

Santa Fe Community College (Florida) published this guide as a means of addressing the 1983 and 1984 U.S. Department of Education reports that called for a "renaissance in higher education in America." This manual aims to define institutional effectiveness for the college, with the quality of student learning as the major focus. It also serves as a means of demonstrating whether or not the college is accomplishing its goals in a systematic, process-oriented way. Goals for the future include: (1) identifying, assessing, and meeting community needs to promote open access to the college; (2) assessing student needs and outcomes and creating innovative and flexible learning; (3) providing learning opportunities and academic support to ensure the highest levels of academic performance; (4) providing student-centered workforce programs in collaboration with local employers and economic development agencies; (5) recruiting, developing, assessing, and retaining quality full- and part-time faculty and staff; (6) providing information technology systems and infrastructure to support the college's mission; and (7) developing, obtaining, and allocating the necessary resources to implement the college's mission. Assessment tools for institutional and unit levels also described, as is a five-step process assessment: planning, outcomes, measures, activities, and results usage. (Contains numerous charts and figures, and a glossary.) (NB)

ED 453 856   JC 010 409

Palmer, A. Dale; Miller, Michael T.
Academic Leaders in Alabama Community Colleges: Roles and Tasks of Department Chairs.
PUB DATE- 01

Finance; Educational Research; *Integrated Curriculum; Intergenerational Programs; *Literacy Education; Mixed Age Grouping; Nonformal Education; *Numeracy; Parents as Teachers; Productivity; *Workplace Literacy
IDENTIFIERS- Marginality

Recent research on adult education and literacy development (AELD) programs in workplaces that teach English, reading, and mathematics skills integrated with job knowledge indicates they contribute to improved job-related literacy and mathematics skills, improved job productivity, and increased reading to children at home. AELD programs can help adults improve their children's schooling; adults improve their own and their children's health; and the brain grow and stay healthy during adulthood. Mainstreaming the adult education and literacy system (AELS) is central to achieving national education goals. Cultural beliefs about cognitive development and when it is possible and/or desirable to develop it contribute to the marginalization of AELD students and the AELS. Misunderstandings about the AELS have contributed to its being considered by many as a temporary, remedial, second-chance system for undereducated, marginalized adults that will not be needed once schools are reformed and all children master basic skills before graduating. However, the rapidly increasing growth in knowledge has had and will have the effect of constantly increasing the number of adults who can benefit from the nonformal, learner-friendly AELS. Four steps to take to strengthen the AELS as a strategy for making the nation smarter are increase funding, increase enrollments, improve the AELS, and symbolic moves (such as renaming the Workforce Investment Act to reflect the benefits of education beyond the limited goal of improving the workforce). (Contains 19 references.) (YLB)

ED 453 362 CE 081 743

Achieving Equality through Opportunity: A Guide for Community-Based Organizations and Civil Rights Groups Participating in the National Skill Standards System.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advocacy; Black Organizations; *Citizen Participation; *Civil Rights; *Community Organizations; *Cooperation; Educational Certificates; Employment Opportunities; Equal Education; *Job Skills; National Programs; *National Standards; Policy Formation; Program Development; Student Certification
IDENTIFIERS- *Goals 2000; National Skill Standards Board

This document is designed to help community-based organizations (CBOs) and civil rights groups get involved as full partners in developing a voluntary, national system of skill standards, assessment, and certification. Section 1 explains the benefits to CBOs and civil rights groups of becoming involved in the skill standards development. Section 2 previews the process through which the National Skill Standards Board (NSSB) and the Voluntary Partnerships are developing a national skills standards system. It highlights ways in which the National Skills Standards Act of 1994 (the Act) requires the involvement of CBOs and civil rights groups. Sections 3 and 4 correspond to administrative system that reflects the realities of DE rather than those of conventional systems. Managing a DE organization requires policies and procedures that reflect students' realities and encourage staff creativity. The specifics of a DE program's electronic networking plan will depend on whether the DE program is a stand-alone unit or part of a larger dual-unit organization (for example, a division of continuing studies of lifelong learning). Wider implementation of electronic networking in academic services requires a planning exercise to develop a clear vision for its integration. Ongoing issues include decentralization of media production and professional development of staff. (Contains 23 references.) (MN)

ED 453 379 CE 081 782

Robertshaw, Michael
Support Groups in Distance Education. Knowledge Series.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Cooperation; Cost Effectiveness; Delivery Systems; *Distance Education; Educational Environment; Educational Needs; Educational Technology; Foreign Countries; *Group Activities; *Group Dynamics; Group Experience; Group Structure; Helping Relationship; Internet; Peer Influence; *Peer Relationship; Postsecondary Education; Program Effectiveness; Psychological Needs; *Self Help Programs; *Social Support Groups; Student Needs; Student School Relationship; Teleconferencing; Tutoring
IDENTIFIERS- Canada; Social Needs

For most distance education (DE) systems, distance, time, and/or opportunity isolate learners from their teacher and their fellow students. To facilitate interaction, most DE systems include different types of support groups. Modern technology allows groups to interact effectively even though individuals are far apart. Technology may appear to be the answer to overcoming geographic obstacles; however, the problem of access must be taken into consideration. Institutions must also accept variations in students' needs. Social support groups can address teaching and learning needs and social needs. The type of group used in a specific situation will depend on the geographic distribution of students, the availability of technology, human and financial resources, and the aims of the group support system. Tutor-based groups, self-help groups, and virtual groups are possible alternatives to face-to-face meetings. Dangers of incorporating groups into a support system include students developing dependency on the group; succumbing to peer pressure; and crossing the line between collaboration and plagiarism. Group meetings can be given an unwarranted degree of importance in DE courses. Careful consideration should be given to the possibility that the effort would be better used in improving other components of the DE course, such as the material. (Contains 21 references.) (MN)

ED 453 380 CE 081 783

Tooth, Terry
The Use of Multi Media in Distance Education. Knowledge Series.
PUB DATE- 00

definitions of nearly 538 contemporary adult education-related terms and practitioners. The terms included were selected based on a review of more than half of the 139 papers published in the proceedings of the 41st Annual Adult Education Research Conference in Vancouver, British Columbia. For each word, the author composed a definition by reading article references, reviewing other literature, and searching online dictionaries and encyclopedias. The draft definitions were then sent to conference presenters and participants with requests for review, correction, and comments. Most entries cite one or more authors from the aforementioned proceedings. The dictionary contains a wide variety of terminology, including the following: acronyms and abbreviations; brief overviews of the activities and/or theories of prominent adult education practitioners and theorists; terms related to various types and levels of adult learning; terms related to types and theories of learning; terms related to research methodology; terms related to educational philosophy and teaching methodology; and terms related to social theories. (Contains 100 references). (MN)

ED 453 396 CE 081 819

Robinson, Chris
Facts, Fiction and Future. Australian Apprenticeships.
PUB DATE- 01
NOTE- 343p.; For the companion volume, see CE 081 820. For a summary of both volumes, see ED 451 417..
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Adult Education; *Apprenticeships; Comparative Education; Delivery Systems; Developed Nations; Educational Change; *Educational History; *Educational Legislation; Educational Practices; Employment Opportunities; Experiential Learning; Field Experience Programs; Foreign Countries; Labor Force Development; Labor Market; *On the Job Training; Outcomes of Education; Participation; Postsecondary Education; State Government; Tables (Data); *Trainees; Trainers; Trend Analysis; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia; New Apprenticeships (Australia)

This report describes apprenticeship system development in Australia and provides a quantitative macro-level analysis of apprenticeship, traineeship, and new apprenticeship trends. Following an introduction (chapter 1), chapters 2-3 trace its European origins and establishment in colonial Australia, development and evolution through the twentieth century, establishment of traineeships in the mid-1980s, and integration of traditional apprenticeships and traineeships into a single new apprenticeship system in 1998. Chapter 4 explores Australia's comparative standing as a world-leading apprenticeship country in recent years. Chapter 5 analyzes the way the structure and nature of apprenticeships, traineeships, and new apprenticeships have changed. Chapter 6 considers changes in who is participating in apprenticeships and explores its transformation to a system providing training opportunities for all Australians. Chapters 7-8 examine system outcomes in terms of the extent of successful completion of apprenticeships, traineeships, and new apprenticeships and the job outcomes and career prospects such training leads to. Chapter 9 explores what this means for the future of the Australian apprenticeship system and identifies areas of the importance of grounding practice in theory; (4) provide organizers with feedback on the usefulness of the theory; and (5) engage in interactive learning. The session consisted of five parts: introduction and group discussion; group discussion debriefing; linking the discussion to multilevel thinking; eliciting expert opinion; and summarizing learning. The session resulted in two types of output. First, a paper was developed that summarized the main learning points from the session, attendees' reactions, and new insights into the usefulness of multilevel theory as generated by participants. Second, the organizers established a network of interested participants from the session to take forward their shared interest in multilevel approaches to organizational issues. (MN)

ED 453 414 CE 081 837

Global Team Development. Symposium 7. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Case Studies; Computer Uses in Education; Cooperative Learning; *Distance Education; Educational Technology; Employer Employee Relationship; Formative Evaluation; *Global Approach; Graduate Study; Group Dynamics; Higher Education; Internet; *Labor Force Development; *Management Development; Masters Degrees; Measurement Techniques; *Online Systems; Power Structure; Questionnaires; Research Methodology; Social Science Research; Team Training; *Teamwork; Test Construction; World Wide Web
IDENTIFIERS- Virtual Teams

This document contains three papers on global team development. "Virtual Executives: A Paradox with Implications for Development" (Andrea Hornett), which is based on a case study exploring power relationships among members of a virtual team, demonstrates that members of a virtual team describe power differently for situations inside versus outside the team. Inside, the team's collaborative power innovates solutions; outside, the virtual team fails to survive continuous organizational conflicts. "Team Development and Group Processes of Virtual Learning Teams" (Scott D. Johnson, Jared V. Berrett; Chanidprapa Suriya, Seung Won Yoon, Jason La Fleur) reports on a study in which students enrolled in an online human resource development masters degree program were studied to understand how virtual learning teams develop and the processes and strategies used to accomplish team tasks in virtual teams. "Developing a Consulting Tool to Measure Process Change on Global Teams: The Global Team Process Questionnaire" (John W. Bing) describes the process used to develop The Global Team Process Questionnaire, which consists of 20 questions designed to analyze process effectiveness on teams and suggest ways in which ineffective or harmful processes can be reduced. All three papers include substantial bibliographies. (MN)

ED 453 415 CE 081 838

Coaching and Knowledge Transfer. Symposium 8. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 27p.; In: Academy of Human Resource Development (AHRD)

equip managers with the skills needed to deal with rapid change. "An International Assignment and Managerial Performance: Job-Related Variables Relative to Effective Performance of Japanese Expatriates" (Kiyoe Harada) discusses a study that identified a significant relationship between the effectiveness of Japanese expatriates and job-related variables and explored the human resource development implications of the identified relationship. "Modeling the Impact of Managerial Behavior in a Store Environment" (Allan H. Church) reports on a study that provides an applied example of linkage research leveraging various sources of organizational data and uses the framework to model a predictive relationship between managerial behavior and internal performance measures across 500 different stores in a retail organization. All three papers include substantial bibliographies. (MN)

ED 453 433 CE 081 856

Improving Learning with Technology. Symposium 25. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Computer Uses in Education; Corporate Education; Corporations; Delivery Systems; Distance Education; Education Work Relationship; Educational Improvement; *Educational Needs; *Educational Technology; Educational Theories; Educational Trends; Employment Patterns; *Employment Practices; *Flexible Working Hours; Foreign Countries; Human Resources; International Cooperation; Job Training; *Labor Force Development; Literature Reviews; Needs Assessment; Postsecondary Education; School Business Relationship; State of the Art Reviews; Technology Transfer; Theory Practice Relationship; Training Methods; Trend Analysis
IDENTIFIERS- Multinational Corporations; *Online Courses; Singapore; *Telecommuting

This document contains three papers on improving learning with technology. "The Benefits, Challenges, and Implications of Teleworking: A Literature Review" (Susan R. Madsen) reviews the literature on the benefits and challenges of teleworking for individuals, work groups, and organizations and investigates the implications of telework for human resource development (HRD) theory and practice. The report presents eight recommendations for HRD practitioners, including the following: (1) be prepared to design approaches to evaluate, educate, organize, and inform workers; (2) train workers to adapt to a new environment and cope with its challenges; and (3) train mangers to monitor telecommuting programs carefully and react in an expedient manner to correct any undesirable consequences. "A Study of e-Learning Practices in Selected Fortune 100 Companies" (Danielle Strazzo, Tim L. Wentling) reports the results of a survey that examined why 7 Fortune 100 companies have introduced e-learning to their employees. The future of e-learning is also discussed. "Human Resource Development for International Technology Transfer within Multinational Enterprises in Singapore" (Aahad M. Osman-Gani) presents empirical information on the status of international technology transfer and the HRD practices used in the transfer process. Two papers include substantial bibliographies. (MN) producing 523 abstracts, from which these 4 themes were generated: retirement is an outdated notion; the importance of older workers to organizations is changing; older adults are active agents negotiating employment decisions; and career development programs are a worthwhile societal investment. Both papers include substantial bibliographies. (YLB)

ED 453 451 CE 081 876

Executive and Management Development. Symposium 41. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Administrator Role; Administrators; Adult Education; Competence; Developed Nations; Educational Needs; Foreign Countries; Human Resources; Job Skills; Job Training; *Labor Force Development; Leadership Responsibility; *Leadership Training; *Management Development; Needs Assessment; Role Playing; *Simulation; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Chief Learning Officers; Great Britain; *Learning Organizations

This symposium on executive and management development consists of three presentations. "The Role of the Chief Learning Officer: Implications for Human Resource Development (HRD) Theory and Practice" (Robin Lackey) reports findings that suggest a need for a clarification of the role of these leaders and have led to the identification of unresolved issues that fundamentally influence their capacity to function optimally. The potential for HRD to assume a more dominant role in the leadership of organizational learning is discussed. "Anticipating Management Development Needs" (Jonathan Winterton) reports on a project designed to identify the key changes and predict the future skill needs of managers in Britain. "Simulation Enhanced Learning (SEL): Case Studies in Leadership Development" (Claudia C. Hill, Steven W. Semler) presents a more active alternative learning strategy, SEL, that combines assessment, role plays, mini-lectures, and simulations to provide an integrated leadership development approach that replicates the dynamics of the organization and meets the necessary conditions for development. Creation and application of SEL in two business organizations is described. All three papers include substantial bibliographies. (YLB)

ED 453 452 CE 081 877

Swanson, Richard A.
The Theory Challenge Facing Human Resource Development Profession. Innovative Session 8. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 8p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

and practice exercises for learning to understand possible meanings of children's metaphors. Appendixes include: Selected References on Different Theoretical Orientations to Play Therapy; An Explanation of Play Therapy: Handout for Parents; Information about Play Therapy Certification/Registration. (Contains over 290 references.) (JDM)

ED 453 472   CG 030 951

Marchel, Carol A.; Takeda, Akenori
Action Research as a Guide to Consultation and School Change.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Cooperative Planning; Elementary Secondary Education; *Role; *School Counselors; *School Psychologists

Recent changes in schools have caused changes in the consultation roles for school psychologists. Action research serves as a guide for an expanded school psychology consultation role. Although action research has been used in various fields, including teacher development and education, adult education, and agriculture, it has seldom been applied in school consultation models familiar to school psychologists. Action research serves as a useful guide for individual consultation with teachers as well as for collaborative work aimed at school change. A literature review is included on school consultation and action research. It presents the proposed use of action research in consultation and discusses its application in school settings. (Contains 69 references.) (Author/JDM)

ED 453 473   CG 030 953

Critical Choices: Making Drug Policy at the State Level.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Institutions; Financial Policy; *Illegal Drug Use; Models; Policy Formation; Prevention; Prisoners; *State Government; Substance Abuse

This report focuses on state drug policies and their budgetary consequences. Included are the observations of the Governors Leadership Council, composed of former governors from both parties, convened to help guide state governments in dealing with substance abuse. The report examines the growth rate of the drug offender population in state prisons over the last 20 years. Despite a huge increase in the drug prison population since 1980, drugs are cheaper, purer, and more available than ever before. Tougher sentencing, which had been regarded as a solution to the drug problem, has failed to keep drugs off the streets. Tougher prison sentences have imposed long-term burdens on state budgets. As state spending on prisons continues to increase, many governors and state legislators are multiple services and programs in a coordinated way. With this approach responsibility for accountability is shared between the program and the services. Four pilot programs are described that provide a systems theory of integrated services to deal with various problems within a family. The programs aim to build partnerships with other providers such as nonprofit faith-based organizations, housing agencies, and transportation services. The work of the Casey Strategic Consulting Group is described as a resource for communities to receive help to restructure and make deep, sustainable system changes. (JDM)

ED 453 493   CG 030 978

Podesta, Connie
Self-Esteem and the 6-Second Secret. Updated Edition.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Elementary Secondary Education; *Feedback; Interpersonal Relationship; Parent Child Relationship; *Self Concept; *Self Esteem

This book provides an opportunity to look at self esteem from a different point of view. It uses clear, easy-to-understand examples of what lowers self esteem, and what promotes it. It begins with an explanation of positive attention, an essential building block of self-esteem for children. Several examples are given of negative feedback and how it can be re-phrased in positive ways. The differences between talking at children and really listening to what they have to say are discussed. The book describes how compliments are often sandwiched between criticisms, and explains how to give praise without hurting. This volume can be used by teachers, counselors, administrators, health care personnel, and parents. There is nothing documented that tells exactly how to give another person a sense of self-worth, but when adults model the goals of self-respect, caring for themselves, and developing a sense of inner worth, they convey essential lessons on how to develop positive self esteem. (JDM)

ED 453 494   CG 030 979

Spradling, Tina M.
A Study To Determine If Cognitive "Problem Solving Skills for Offenders" Is an Effective Method for Reducing Inmate Infractions in a Maximum-Security Level Institution.
PUB DATE- 01
NOTE- 48p.; Master of Arts Thesis, Salem International University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Correctional Rehabilitation; Interpersonal Competence; Intervention; Models; Problem Solving; Program Effectiveness; *Prosocial Behavior
IDENTIFIERS- Maximum Security Facilities; *Social Skills Training

This paper examines whether a maximum security institution housing inmates can benefit from a pro-social cognitive skills class. The inmates were taught Cognitive Problem Solving Skills for Offenders (J. Taymans; S. Parese) to determine if the pro-social skills class had any effect on the number of infractions

PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Elementary Secondary Education; *Reading Comprehension; *Reading Strategies; Vocabulary Development; *Word Recognition
IDENTIFIERS- Expository Text; Reading Fluency

Although reading instruction alone can teach students many of the skills and strategies they require for reading content area materials successfully, students also must have ample opportunities to apply these skills and strategies in "real" reading situations--that is, as they read in the content areas. Specifically, teachers can provide students with instruction that: (1) familiarizes them with the structure of expository text; (2) promotes content area vocabulary development; (3) promotes word identification skills; (4) builds reading fluency; and (5) emphasizes and directly teaches how, why, when, and where to use a repertoire of comprehension strategies. The purpose of this booklet is to provide teachers with research-based and classroom-tested information about each of these aspects of content area reading instruction, along with specific teaching suggestions that can be used with students before reading, during reading, and after reading. (Contains 44 references.) (NKA)

ED 453 517   CS 014 387

Comprehension Instruction. 2000 Edition. Texas Reading Initiative.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Learning Activities; *Reading Comprehension; *Reading Strategies

It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. Over the past few decades research has revealed much about how readers get meaning from what they read and about the kinds of instructional activities and procedures that are most successful in helping students become good readers. The first part of this booklet looks at some of the important ideas about reading, comprehension, and comprehension instruction that have emerged from this research. The second part of the booklet describes what comprehension instruction based on this research can look like, and the third part provides specific research-based instructional activities and procedures that can be used in spelling. To investigate whether or not practicing spelling words in context has an effect on the learning of those words, students began the school year practicing spelling words in context only for the remaining 10 weeks of the study. There was no direct instruction in spelling provided. A pre-post-post-test design was used to compare the general spelling knowledge gains of the students over time. The students were tested at the beginning of the study, at the end of 4 weeks (prior to treatment), and again at the end of the study (after treatment). The pre- and post-tests showed that practicing words in context did not have a significant effect on general spelling knowledge. Practicing spelling words in isolation was also found to have a significant effect on general spelling knowledge, although its effects were not as statistically significant as the effects of practicing words in context. The results of this study indicate that practicing spelling words in the context of one's own writing has a greater effect on general spelling knowledge than practicing spelling words in isolation, although both strategies improve general spelling knowledge. (Contains 24 references. Appendixes contain letters to parents, spelling lists, and student-written stories that incorporate spelling words.) (Author/RS)

ED 453 536   CS 217 541

Kapka, Dawn; Oberman, Dina A.
Improving Student Writing Skills through the Modeling of the Writing Process.
PUB DATE- 01
NOTE- 101p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; Grade 3; Grade 5; Parent Participation; Writing Achievement; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills

This study describes a program designed to improve students' writing skills in order to improve academic achievement. The targeted population consists of third and fifth grade elementary students in two separate communities ranging from low to middle class, located in two midwestern suburbs of a large city. Evidence for the existence of the problem includes writing samples, report card grades, state test scores, and teacher observations. Analysis of probable cause data reveals that students received inconsistent writing instruction between or across grade levels, lacked quality models of writing at school and home, had limited background knowledge, lacked an interest in writing, lacked skills expected for writing assessments, and received inconsistent vocabulary and terminology across and between grade levels. A review of the solution strategies suggested by the professional literature, combined with an analysis of the settings of the problem, resulted in the selection of five major categories of intervention: teacher training on the writing process, parent involvement, implementation of a writing program to teach concepts/skills, use of a variety of writing strategies, and peer editing. Post intervention data indicated an increase in students' writing skills. Students' knowledge of writing elements increased as demonstrated by documented work in the classroom setting. (Contains 28 references and 51 figures of data. Appendixes contain writing prompts; a writing checklist;

DESCRIPTORS- *Family Life; *Family (Sociological Unit); *Information Technology; Internet; Interviews; Mass Media Role; *Mass Media Use; Media Research; *Space; *Telecommunications
IDENTIFIERS- *Family Communication

In this study, an integrated quantitative and qualitative research design was employed to study some of the ways in which the diffusion of new information and communication technologies (ICTs) is related to the disposition of physical and symbolic space within families. To begin with the concepts of physical and symbolic space are elaborated and an increasing compartmentalization of family life is postulated. The results are based on an integrated quantitative and qualitative research design. From over 900 telephone interviews a typology of family types based on possession of media appliances was constructed, divided into "traditional"(low media density), "intermediate" (average media density), and "mediated" (high media density) families. This typology was then used as a basis for selecting 38 families for in-depth-interviews. Out of these, ten families were chosen as case-studies to participate in a Family Interaction Game (FIG). The results of the FIG indicate (1) that it is not only media appliances that induce compartmentalization, but also the conceptions and organization of space that families employ; and (2) that besides the television set, the computer appears to be an important factor in shaping family space and should be studied accordingly. Furthermore, the interviews indicate that privacy is not always attainable in the family context--and especially not for teenagers. For them two options are available: they can either participate in lots of leisure activities outside the home or they can use the Internet to create their own private space. Contains 40 references, and 6 tables and 5 figures of data. (Author/RS)

ED 453 557 CS 510 563

Satie, Stephanie
Pre-Creating the HyperNews Classroom Community: (Not)Speaking, (Not)Writing the Subtext.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Cultural Pluralism; *Discourse Communities; *Diversity (Faculty); Diversity (Student); *Freshman Composition; *Group Dynamics; Higher Education; Online Systems; Political Issues
IDENTIFIERS- *Communication Context; Faculty Attitudes

As two groups of teachers met to set up a HyperNews network for a grant project, it became clear that politics cannot be kept out of the classroom. In creating a community of diverse writers via HyperNews, six composition classes were linked for online discourse among departments: Asian American Studies, Chicano Studies, Pan African Studies, and English participated in each group. Students may satisfy their composition requirements through any of these departments, and all composition teachers are accustomed to ethnically and racially diverse classes. This paper focuses on the group the author participated in as a freshman composition instructor. The paper relates how at planning meetings, the multicultural group chose only the texts of student exams. Later, the act was amended to expand the incentives to include preadvanced-placement courses. Data from 1990 through 1998 were analyzed to assess the effects of the legislation. Results were uniformly positive; increases in student participation were both statistically and practically significant. For black students, the number of advanced-placement examinations was relatively static before the incentive legislation; after the legislation, examinations increased. One comparison failed to reach statistical significance: the number of examinations taken by low-income students showed gains, but the increase was not statistically significant. To understand the impact of the legislation better, two schools with proactive recruitment efforts for low-income and culturally diverse students were examined for successful practices. Both schools offer advanced-placement courses in multiple content areas, are committed to the professional development of their teachers, and have systematic outreach efforts to low-income and culturally diverse students and their families. (Contains 16 references.) (DFR)

ED 453 578 EA 031 017

Moore, Rock D.
Philosophies of Leadership and Management and Its Influence on Change.
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; Communication Problems; *Cooperation; Elementary Secondary Education; *Leadership; *Management Systems; Public Schools; *Role Conflict; *Teacher Effectiveness

Since the National Commission on Excellence in Education stated the nation was "at risk," there have been efforts to design and implement improved teacher delivery strategies that would enhance classroom instruction. In spite of reform efforts, crucial decisions affecting teachers' classroom practices still have a tendency to be made by administrators and other policymakers at all levels. Despite some gains by teachers, local administrators and officials are still exercising control over teachers and their classroom practices, while, at the same time, teachers are being held responsible for all phases of mandated reforms. A study sought to identify factors that contribute to the lack of congruency between proposed educational reform and its application in the classroom. The study examined the responses of 5 superintendents, 5 principals, and 10 teachers concerning their management or leadership notions. The following questions were asked: Do you consider yourself a manager/leader? What makes you a manager/leader? Does what you do make you a manager/leader, or how you do it? and From your experience, what makes a good manager/leader? The findings appear to indicate that the lack of implementation and goal attainment is directly related to various miscommunication factors. The following indicators were determined as a result of the research: (1) top-down management styles were evident by the majority of the administrators' answers; (2) Nonparticipatory, noncollaborative work environments were the norm; (3) teachers should be given direction in the view of administrators; and (4) teachers do not take the initiative; they allow policies to come from above. (Contains 7 pages of references.) (DFR)

NOTE- 121p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; *Professional Development; *Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; Teaching Styles
IDENTIFIERS- Massachusetts

A study examined the participation of K-12 teachers from an urban school district in ongoing reform efforts, initiated under Massachusetts' 1993 Education Reform Act. The study's purpose was to identify the initial factors underlying changes in teacher attitudes, factors encouraging use of a new educational model, and the impact of reforms on classroom practices. Yearly since 1993, teachers have participated in events, workshops, and support activities using the Partners Advancing the Learning of Math and Science (PALMS) educational model. The PALMS model is based on cooperative learning and uses student research, primary resources, critical thinking, ongoing assessment, student presentations, and comprehensive, standards-based state testing. The first PALMS cycle (1993-94) involved overcoming initial resistance and stimulating teacher interest in the new approach to teaching and learning. The second cycle (1995-1997) consisted of in-depth staff development to prepare teachers to implement mandated reforms. The third cycle (1998-99) evaluated the effectiveness of the training program and the effect of PALMS on teaching and learning practices in terms of student growth, classroom management, and school culture. The data from this study indicate that active training events significantly influence the willingness of teachers to use PALMS, that students enjoy substantial educational benefits from adoption of the model, and that the model provides teachers time to observe and assist students individually. (Contains 57 references and three appendices of survey instruments, evaluation forms, and event materials.) (TEJ)

ED 453 598 EA 031 046

Sharma, Rajeev
Innovation in Schools: Identifying a Framework for Initiating, Sustaining and Managing Them.
PUB DATE- 01
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Curriculum Development; *Educational Development; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Evaluation; *Evaluation Research; *Professional Development; Resource Allocation; Teacher Education
IDENTIFIERS- *American Educational Research Association; *Educational Leadership

Innovations in educational organizations have not received the tell about their jobs and career experiences, going to work with them, asking them to help in writing a resume, talking to them about being a reference, keeping them posted about career developments, and thanking them when they offer their time or assistance. Worksheets are included for identifying a network and mentors and for using and building networks. A phone script for calling network members is also included. (CR)

ED 453 617   EC 308 425

Crockett, Jean B.; Kauffman, James M.
The Least Restrictive Environment: Its Origins and Interpretations in Special Education. The LEA Series on Special Education and Disability.
PUB DATE- 99
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights Legislation; Delivery Systems; *Disabilities; Educational Change; Educational History; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Federal Legislation; *Inclusive Schools; Mainstreaming; Parent Attitudes; Parent Participation; *Political Influences; Services; *Social Influences; Special Education; *Student Placement; Trend Analysis

This volume is intended to provide greater clarity to issues of student placement by examining the concept of the "least restrictive environment" (LRE) in special education. Beginning chapters discuss current placement trends and dilemmas of service delivery. Chapter 3 describes the cultural conditions that led to contemporary special education. It analyzes through scholarly literature and personal interviews the history of U.S. social thought and schooling for students with disabilities before and after the passage of special education federal legislation. Chapter 4 explains and interprets the concept of LRE from a legal perspective to determine whether underlying assumptions about LRE have changed. Chapter 5 explains and interprets the concept of LRE from an educational perspective to determine whether underlying assumptions about LRE have changed and if so, whether the concept remains an ethical educational strategy. The power and inclination of parental politics is examined in chapter 6 to determine whether cultural values have redefined for parents the purpose of schooling. In conclusion, chapter 7 focuses primarily on the interrelations among instructional settings, legal prescriptions, and social values in providing a full educational opportunity to students with disabilities. (Contains more than 300 references.) (CR)

ED 453 618   EC 308 426

Martin, James E.; Marshall, Laura Huber; Maxson, Laurie; Jerman, Patty
Self-Directed IEP Teacher's Manual, Student Workbooks and Videotapes . Second Edition. ChoiceMaker Instructional Series.
PUB DATE- 97
NOTE- 168p.; First edition partially funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services Grant H158K10040.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

(141)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Elementary Secondary Education; Public Schools; *Student School Relationship
IDENTIFIERS- *Indoor Air Quality

This report examines how indoor air quality (IAQ) affects a child's ability to learn and provides several case studies of schools that have successfully addressed their indoor air problems, the lessons learned from that experience, and what long-term practices and policies emerged from the effort. The report covers the effects from building-related illnesses, from mild symptoms of distress, the estimated loss in performance, measured loss in performance, the measured effects of temperature and humidity and case studies of three schools. Comments provide information on the "IAQ Tools for Schools Kit" that schools can use to improve and maintain good indoor air quality. Appended are case studies of William Blackstone Elementary School, King-Murphy Elementary School, and G.W. Carver and Charles Drew Elementary Schools. (Contains 12 references.) (GR)

ED 453 640 EF 005 927

Indoor Air Quality Manual.
PUB DATE- 00
NOTE- 29p.; Developed by Baldwin Union Free School District's Indoor Air Quality Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Prevention; Public Schools
IDENTIFIERS- *Indoor Air Quality

This manual identifies ways to improve a school's indoor air quality (IAQ) and discusses practical actions that can be carried out by school staff in managing air quality. The manual includes discussions of the many sources contributing to school indoor air pollution and the preventive planning for each including renovation and repair work, painting, animals in the classroom, floor matting, vacuum cleaning, integrated pest management, chemical usage, and univent usage and maintenance. The Baldwin Union Free School District IAQ flow chart, and policies and procedures are included along with the IAQ Concern Report Form, the IAQ Interview Summary Form, and an IAQ Occupant Diary. (GR)

ED 453 641 EF 005 931

Guide to School Health and Safety Committees: How To Promote Child and Adult Environmental Health Protection.
PUB DATE- 00
NOTE- 7p.; Grant provided by the Robert Sterling Clark Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Health Promotion; Public Schools; *School Safety
IDENTIFIERS- *Health and Safety Committees; New York

speakers. The results indicate non-optionality of verb movement at the initial state, and intermediate stage of interlanguage development wherein optionality sets in as a result of grammar competition and an expert stage in which verb movement has been fully acquired. The paper concludes that, contrary to the claims of the Valueless Features Hypothesis, initial state second language grammars have a full inventory of functional categories transferred from the first language (L1). Subsequent interlanguage development is, therefore, from absolute L1 influence to optionality at intermediate stages and the resolution of optionality at ultimate attainment. (Contains 42 references.) (Author/KFT)

ED 453 665   FL 026 725

Fletcher, Bryan
Translating the Folk.
PUB DATE- 00
NOTE- 7p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Nonstandard Dialects; *Poetry; Scots Gaelic; Standard Spoken Usage; *Translation; Uncommonly Taught Languages; *Written Language

This article looks at issues affecting Robert Garioch's translation into Scots of a sonnet from Giuseppe Gioachino Belli's Romaneschi collection. It begins with the discussion of a problem involved in writing in dialects with no settled written standard. This 'standardizing' poetry is then looked at in terms of translation and theories of the "impossibility" of translation. It is argued that the problems facing the translator/poet are much the same as those the dialect writer encounters in writing the original. A brief comparison is made at the level of lexical equivalence between the two texts in order to illustrate some of these issues. It is concluded that claiming there is divergence in meaning between the two texts is dependent on the assumption that there is a determinancy of meaning in both of the languages concerned, an assumption that is ultimately subjective. (Contains 12 references.) (Author/KFT)

ED 453 666   FL 026 726

Geranpayeh, Ardeshir
The Acquisition of the English Article System by Persian Speakers.
PUB DATE- 00
NOTE- 17p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Contrastive Linguistics; *Determiners (Languages); English (Second Language); *Error Analysis (Language); Grammar; Language Acquisition; *Persian; Second Language Instruction; Second Language Learning; Semantics; Syntax; Uncommonly Taught Languages

It has been argued that the acquisition of the English article system is delayed for most second language (L2) learners until the very final stages of learning. This paper examines the difficulties of the acquisition of this system by Persian speakers. It suggests that no single available theory can

ED 453 687   FL 026 749

Weinberg, Jessica P., Ed.; O'Bryan, Erin L., Ed.; Moll, Laura A., Ed.; Haugan, Jason D., Ed.
Coyote Papers: The University of Arizona Working Papers in Linguistics, Volume 11. Special Volume on Native American Languages.
PUB DATE- 00
NOTE- 99p.; Produced by the University of Arizona Linguistics Circle.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *American Indian Languages; Applied Linguistics; Child Language; Computational Linguistics; *Cross Cultural Studies; Discourse Analysis; Ethnography; Ethnology; *Language Acquisition; *Language Planning; Navajo; Phonology; Quechua; Research Methodology; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Clitics; *Ethnolinguistics; *Mojave; Parsing; Yaqui

The five papers included in this volume approach the study of American Indian languages from a diverse array of methodological and theoretical approaches to linguistics. Two papers focus on approaches that come from the applied linguistics tradition, emphasizing ethnolinguistics and discourse analysis: Sonya Bird's paper "A Cross Cultural Look at Child-Stealing Witches" and Jessica P. Weinberg and Susan D. Penfield's paper "Mohave Language Planning: Where Has It Been and Where Should It Go from Here?" The other papers in the volume--"Child Acquisition of Navaho and Quechua Verb Complexes: Issues of Paradigm Learning" by Ellen Courtney and Muriel Saville-Troike; "Toward an OT Account of Yaqui Reduplication" by Jason D. Haugen; and "Critics, Scrambling and Parsing" by William Lewis--come from approaches in which the study of American Indian languages is increasingly providing important challenges to linguistic theory. References are appended at the end of each article. (KFT)

ED 453 688   FL 026 750

O'Keefe, Michael
Francophone Minorities: Assimilation and Community Vitality. Second Edition. New Canadian Perspectives = Minorites francophones: assimilation et vitalite des communautes. Deuxieme edition. Nouvelles Perspectives Canadiennes.
PUB DATE- 01
NOTE- 212p.; For the first edition, see ED 429 461.
LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Acculturation; *Cultural Maintenance; Demography; Foreign Countries; *French; *French Canadians; *Language Maintenance; Native Language Instruction; Official Languages; Public Policy
IDENTIFIERS- *Canada

This book, in English and French, explores the concepts of assimilation and community vitality, as well as statistical evidence regarding the vitality of Francophone communities outside Quebec. It highlights trends and seeks to clarify certain issues related to the current demographic reality of Francophone communities outside Quebec. The two interrelated concepts of language community and vitality and assimilation

Report.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Colleges; Contracts; *Educational Finance; *Financial Support; Foreign Countries; Postsecondary Education; *Resource Allocation
IDENTIFIERS- *England

This sample memorandum sets out the terms and conditions for the payment by the Higher Education Funding Council for England (HEFCE) of funds to the governing body of an institution out of funds made available by the Secretary of State for Education and Employment. Part 1 of the memorandum sets out the terms and conditions that apply in common to institutions that receive HEFCE funds. Part 2, the schedule, gives conditions specific to the designated institution, a schedule of funds available in the academic year, and the educational provision the institution has agreed to make in return for those funds. Appendix 1 contains a chart of outlining the process for disposal of an Exchequer funded asset, and Appendix 2 discusses the conditions in which HEFCE approval is required for disposal of an asset. Appendix 3 describes decision making that is delegated to the institution by the HEFCE, and Appendix 4 clarifies the calculation of annualized costs of servicing. Appendix 5 shows the scope of the memorandum and outlines the paragraphs that apply to the institutions. (SLD)

ED 453 712 HE 034 034

Higher Education Innovation Fund: Invitation To Apply for Special Funding. Invitation.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Innovation; *Financial Support; Foreign Countries; Higher Education; *Resource Allocation; *School Business Relationship
IDENTIFIERS- *England

This document invites applications from higher education institutions in England to apply for special funding to support activities that will increase their capability to respond to the needs of business (including companies of all sizes and sectors and a range of bodies within the wider community), where this will lead to identifiable economic benefits. The new Higher Education Innovation Fund, from which these resources will be drawn, builds on the third stream of funding initiated by the Higher Education Reach-out to Business and Community Fund. It is designed to sit alongside institutions' teaching and research activities. Applications for funding should be based on the criteria for allocations and distribution arrangements that are set out in appendixes 1 of this document and the applications guidelines in Appendix 2. A list of acronyms is given in Appendix 3. Appendix 4 contains a summary of responses received from English higher education computing resources, technology-based access to information, instructional support, and general issues related to the infusion of information technology into the curricula. However, campus-based students indicated a lower level of satisfaction than distance education students about the overall quality of the academic program. (Contains 17 tables and 17 references.) (SLD)

ED 453 733 HE 034 057

Mabokela, Reitumetse Obakeng, Ed.; King, Kimberly Lenease, Ed.
Apartheid No More: Case Studies of Southern African Universities in the Process of Transformation.
PUB DATE- 01
NOTE- 173p.; Foreword by Robert F. Arnove.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Apartheid; Case Studies; *Colleges; Foreign Countries; *Higher Education; *Political Influences; *School Desegregation; Social Change
IDENTIFIERS- *South Africa

The case studies in this collection show the changes in higher education in South Africa that are taking place in response to the revolutionary political changes that have come with the end of apartheid. The chapters are: (1) "Transformation through Negotiation: The University of Port Elizabeth's Experiences, Challenges, and Progress" (Ann E. Austin); (2) "Crossing the Divide: Black Academics at the Rand Afrikaans University" (Doria Daniels); (3) "Selective Inclusion; Transformation and Language Policy at the University of Stellenbosch" (Reitumetse Obakeng Mabokela); (4) "Stumbling toward Racial Inclusion: The Story of Transformation at the University of Witwatersrand" (Kimberly Lenease King); (5) "'Oh Sorry, I'm a Racist': Black Student Experiences at the University of Witwatersrand" (Rochelle L. Woods); (6) "Transformation and Pedagogy: Expressions from Vista and the University of Zululand" (Nicole Norfles); (7) "Higher Education Transformation in Namibia: Road to Reform and Reconciliation of Rock of Sisyphus?" (Rodney K. Hopson); (8) "Historically Disadvantaged Technikons in an Era of Transformation; Answering the Call, Confronting the Challenges" (Sonjai Amar Reynolds); and (9) "Conclusion: Implications for Policy and Practice" (Kimberly Lenease King). Each chapter contains references. (SLD)

ED 453 734 HE 034 058

Edwards-Wilson, Runae
Faculty Interaction Training: An Extension of the SEEK Mentoring Program Pilot Project.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *College Faculty; *High Risk Students; Higher Education; *Interaction; *Mentors; Pilot Projects; School Holding Power; Student Attrition; *Undergraduate Students
IDENTIFIERS- *City University of New York Coll of Staten Island

This paper discusses a proposal for a pilot project that will train undergraduate students to interact effectively with search for information about online education, including topics covered, sources, and sophistication. The search results suggest that currently available online courses appear very suitable for many target audiences and their workplace environments. However, for the organization in question, which has no novice members, instructional needs match closely with only a few online offerings. It appears that online information can be of considerable use for some training needs of this organization, but not all. The major points of this presentation are summarized in handout or slide form and attached (12 attachments). (Contains 13 references.) (SLD)

ED 453 754 HE 034 080

Annual Joint Report on Kindergarten through Higher Education in Tennessee.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Admission (School); Annual Reports; *Educational Planning; *Elementary Secondary Education; Graduation Requirements; *Higher Education; Performance Factors; State Legislation; State Programs
IDENTIFIERS- *Tennessee

This annual report complies with the requirements of Tennessee's Public Education Governance Reform Act of 1984, which directs the State Board of Education and the Tennessee Higher Education Commission to prepare a report on: (1) the extent of duplication in elementary-secondary and postsecondary education in Tennessee; (2) the extent to which high school graduation requirements are compatible with the admission requirements of postsecondary institutions; (3) the extent to which the respective master plans of the State Board of Education and the Higher Education Commission are being fulfilled; and (4) the extent to which state needs in public education are being met. The Commission and the Board of Education have developed master plans to minimize duplication in a program of continuous learning from prekindergarten through higher education. High school requirements in Tennessee are compatible with the admissions requirements of the state's public postsecondary institutions. The study also found that progress is being made toward the master plans of both the State Board of Education and the Higher Education Commission in many areas, although progress has not been significant in some areas, as identified. To meet state needs in public education, Tennessee has adopted a performance funding model. Since the inception of the performance model, there have been consistent improvements in test scores for major fields and general education outcomes, and job placement rates in vocational programs have risen to over 95%. (Contains 27 tables.) (SLD)

ED 453 755 HE 034 081

Micceri, Ted
Why Florida's Educational Attainment Is Far Better than It Appears.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Florida Association of Institutional Research (Cocoa Beach, FL, February 7-9, 2001).
LANGUAGE- English

"Filling Out the FAFSA," chapter 2, contains step-by-step information for filling out the form, from general information to signature requirements. "Verification," chapter 3, discusses verification requirements for FAFSA information. Chapter 4, "Corrections, Updates, and Adjustments," reviews submitting corrections and updates as needed. For this school year, only minor changes have been made in the areas of application and verification, but there have been changes in the FAFSA itself. The most notable changes have been the addition of a new worksheet and revisions to the drug conviction question. (SLD)

ED 453 776 HE 034 107

Student Financial Aid Handbook, 2000-2001. Volume 4: Campus-Based Common Provisions.
PUB DATE- 01
NOTE- 22p.; For volumes 5, 6, and 7, see HE 034 108-110.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; *Financial Aid Applicants; Grants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Student Financial Aid; *Student Loan Programs; *Work Study Programs
IDENTIFIERS- *Perkins Loan Program; Supplemental Educational Opportunity Grants

The Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS) programs are called "campus-based" programs because each school is responsible for administering them on its own campus. A school applies for and receives funds direct from the U.S. Department of Education, and the school's financial aid administrator is responsible for ensuring that eligible students receive program funds according to the provisions of the law and regulations. This volume covers the provisions common to the Perkins Loan, FSEOG, and FSW programs. Volumes 5, 6, and 7 cover each of these programs individually and contain a description of each program. Changes resulting from the Higher Education Amendments of 1998 that are common to all three programs are highlighted in this volume. These relate to allocation of a reasonable proportion of FSEOG, FWS, and Perkins funds to independent or less-than-full-time students when a school's allocation is based in part on the need of such students and to a new allocation formula. Chapter 1 of this guide discusses selecting recipients, and chapter 2, "Awarding Campus-Based Aid," explains the how to pay and how to treat overpayments. Chapter 3, "Fiscal Procedures & Record Requirements," discusses the reports and records required and the administrative cost allowance. (SLD)

ED 453 777 HE 034 108

Student Financial Aid Handbook, 2000-2001. Volume 5: Perkins Loans.
PUB DATE- 01
NOTE- 102p.; For volumes 4, 6, and 7, see HE 034 107, 034 109, and 034 100.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Planning; *World Wide Web
IDENTIFIERS- Spain

One of the most promising possibilities of the World Wide Web resides in its potential to support distance education. In 1996, the University of Las Palmas de Gran Canaria developed the "INNOVA Project" in order to promote Web-based training and learning. As a result, the Virtual Classroom Interface (IVA) was created. Several software tools for developing Web-based training were analyzed, and WebCT (World Wide Web Course Tools, University of British Columbia) was chosen as the main development tool. IVA is a WebCT-based common interface that works as a rapid online course development tool. It provides an organized set of educational and administrative tools to make it easier for faculty to implement online courses. One supporting computer application developed on this platform is called SISTRAT. SISTRAT methodology aims at formally supporting the strategic planning process, aiding students in the business administration curriculum in simulating strategic analysis and guiding the students on a continuous basis through the different stages that conform to a strategic plan. The SISTRAT course is organized around one main homepage that is the entry point of the course. The SISTRAT course incorporates not only the general IVA features, but also a set of specific items pertaining to strategic planning. IVA educational tools included in the SISTRAT course include: course bulletin board; electronic mail; chat tool; student self-evaluation; glossary; page references; and progress tracking tool. (Contains 10 references.) (AEF)

ED 453 797   IR 020 643

Dugdale, Christine
Converged Librarian/Academic Roles in the 'Wired' University.
PUB DATE- 99
NOTE- 8p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Accounting; *College Faculty; *Cooperative Planning; *Cooperative Programs; Curriculum Development; Educational Resources; Foreign Countries; Higher Education; *Librarian Teacher Cooperation; *Librarians; *Partnerships in Education
IDENTIFIERS- University of the West of England at Bristol

New technologies allow universities to extend pedagogical practices, enhance learning experiences and develop self-managed lifelong learners. To take full advantage of evolving technologies, multi-skilled teaching and development teams are required with a merging and converging of academic and librarian roles. Conclusions are reported from the outcomes of such a partnership that has designed and delivered an accounting module at the University of the West of England (UWE), Bristol. The ResIDe Electronic Reserve (or short loan) project at UWE sought to examine such issues surrounding the implementation of an electronic reserve as copyright and management control mechanisms. ResIDe is an operational part of UWE's overall Library Services. Re-named the ResIDe Electronic Library, ResIDe now also holds a current awareness database, comprising the Tables of Contents of journals to which the grade students was the "Read, Write & Type!" (RWT) computer software program, found to be an effective program to assist primary children in at-risk situations in acquiring beginning reading, writing, and spelling skills. Its emphasis is on activities that build phonological awareness, letter sound knowledge, and phonetic decoding in reading and spelling. It makes use of storylines and interesting and challenging activities that are appealing to children, and provides opportunity for extra practice on specific skills for children who may learn more slowly than others. First grade teachers and computer laboratory aides in the four experimental schools were trained in the implementation of the RWT project in the summer of 1998. The students went to the computing lab to work on the RWT program at least three times a week for 30 minutes each day. Results from pre- and posttests showed that the students in the RWT group and the control group made statistically significant gains in all three measures: Reading Words, Reading Nonwords, and Invented Spelling. Students in the experimental group, whose pretest scores indicated they were further behind in all three measures at the beginning, demonstrated significantly better gains. The RWT group outperformed the control group in the inventive spelling posttest. Findings suggest RWT can significantly improve the phonological awareness of students in at-risk situations. Fourteen tables and figures are included. (AEF)

ED 453 815 IR 020 698

Cassady, Jerrell C.; Budenz-Anders, Judey; Pavlechko, Gary; Mock, Wayne
The Effects of Internet-Based Formative and Summative Assessment on Test Anxiety, Perceptions of Threat, and Achievement.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Data Analysis; *Formative Evaluation; Higher Education; Internet; *Online Systems; *Summative Evaluation; Test Anxiety; Tests; Undergraduate Students

This study evaluated the instructional benefits and barriers related to the use of online formative and summative assessment tools. Data were collected from samples of undergraduate students in different semesters to allow for differential use of summative assessment (paper versus online delivery). Formative assessment was manipulated by providing online practice quizzes that students could freely access to prepare for the course examinations. For the computer-based summative assessment sample, the quiz access was restricted to only the final two course exams. The impact of computer-based summative and formative assessments on test anxiety, perceptions of tests as threatening events, study skills, and exam performance was investigated. It was anticipated that those students who used the formative assessment quizzes frequently would have significantly higher scores than those who used the quizzes infrequently. These variations in performance could be attributed to group differences in willingness to use study materials and tools; therefore, control of the availability of quizzes was maintained in part of the study to allow for a baseline test, to ensure that differences observed in library media centers in Colorado (1999) and benchmarks for school library media centers in Colorado (1999) are provided. (AEF)

ED 453 835 IR 058 106

Fountain, Joanna F.
Subject Headings for School and Public Libraries: An LCSH/Sears Companion. Third Edition.
PUB DATE- 01
NOTE- 208p.; For the second edition, see ED 395 587.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Authority Control (Information); *Cataloging; Elementary Secondary Education; Library Automation; Library Collections; Public Libraries; School Libraries; *Subject Index Terms
IDENTIFIERS- *Library of Congress Subject Headings; Sears List of Subject Headings

This book is meant to assist library professionals who are automating their catalog or who are switching from "Sears List of Subject Headings" to the Library of Congress Subject Headings (LCSH) as subject authority. A first-check source for the most frequently used headings needed in media centers and public libraries, this third edition has several thousand new and revised entries to assist in applying LCSH and Annotated Card Program (AC) headings. A comprehensive subject authority and companion to the LC list of headings, this compilation has been supplemented with hundreds of names from the LC authority file, and it incorporates current modifications of LCSH (23rd edition) for subject access to general and children's material. Of the approximately 30,000 headings listed, thousands include cross-references. Also new to this edition, MARC (MAchine-Readable Cataloging) codes are provided for ambiguous headings to simplify entering them in computerized catalogs. The introduction provides information on: the Library of Congress's Annotated Card Program; format of the subject heading list; using the subject heading list; using free-floating phrase headings; using free-floating subdivisions; types of subdivisions; pattern headings; categories with no pattern headings; table of pattern headings; caveats; and format of the free-floating subdivision list. There is also a key to free-floating subdivisions and a list of free-floating subdivisions. (AEF)

ED 453 836 IR 058 107

King, David
How To Teach Basic HTML in One Hour.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Curriculum; Higher Education; Librarian Teacher Cooperation; Librarians; *World Wide Web
IDENTIFIERS- *HTML; Microsoft PowerPoint; University of Southern Mississippi; *Web Page Design; Web Pages

This paper describes how librarians at the University of Southern Mississippi teach faculty, staff and students the basics of

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Administration; *College Faculty; *Community Colleges; Comparative Analysis; *Department Heads; Leadership; *Middle Management; Two Year Colleges
IDENTIFIERS- *Alabama

This document describes the findings from a survey conducted to compare the middle-level managers, department, and unit chairs and heads in Alabama's two-year colleges with those identified in the National Community College Chair Academy Survey of 1994. In particular, the study was designed to note differences or similarities between the national population of department chairs and those in the politically charged atmosphere of Alabama's two-year colleges. The questionnaire contained 10 demographic questions and 20 questions relative to the roles and tasks of the department chair position. A total of 114 questionnaires were mailed to Alabama administrators; the response rate was 70%. Findings include: (1) 60% of the department chairs in Alabama were male, 80% were over 45 years of age, and nearly 50% had more than 20 years experience in the community college as a faculty member; (2) less than half of the chairs (40%) had held their current position between one and five years, and prior work experience was closely divided between experience in K-12 school administration (50%), business and industry work (59%), and university of professional school experience (41%); and (3) despite modest differences in mean ratings on all items, the Alabama chairs identified three of the same top five roles and tasks as the most important in their work: planning, creating a positive work environment, and information dissemination. (EMH)

ED 453 857 JC 010 410

Program Enrollment in the Florida Community College System. Data Trend 19.
PUB DATE- 00
NOTE- 9p.; Prepared by the Division of Community Colleges, Office of Educational Services and Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Declining Enrollment; *Enrollment; *Enrollment Influences; *Enrollment Management; *Enrollment Projections; Enrollment Trends; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report addresses program enrollment in the Florida Community College System (FCCS), focusing on possible reasons for and solutions to the decline in community college enrollment. The FCCS produced a set of enrollment headcount projections in mid-1997 that indicated that the system would be serving 330,000 credit students by fall 1999. Instead, preliminary fall 1999 data indicate the number of students will be closer to 310,000. Factors influencing this enrollment decline may include: (1) the number of high school graduates receiving a regular diploma has not increased as quickly as anticipated; (2) the state university system (SUS) has experienced major increases in lower division FTE over the past several years; (3) the Bright Futures Scholarship Program has had the effect of removing the financial differential between the FCCCS and the SUS, shifting students from community colleges to state universities; (4) in order to qualify for performance-based funding dollars, the first two stages in the process of developing a skill standards system. Section 3 on coalition building and Voluntary Partnership recognition provides an abstract of the language of the Act and the NSSB criteria governing official recognition of a Voluntary Partnership. Section 4 on developing standards, assessment, and certification presents criteria concerning civil rights, opportunity, and access and requirements for the development of consensus within the Voluntary Partnership. Section 5 presents concluding remarks. Section 6 has these appendixes: the Act and NSSB Criteria for Civil Rights, Opportunity, and Assessment. (YLB)

ED 453 363 CE 081 744

Bragg, Debra D.
Promising Outcomes for Tech Prep Participants in Eight Local Consortia: A Summary of Initial Results.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Articulation (Education); Comparative Analysis; Consortia; Educational Improvement; *Employment Patterns; *Enrollment; Integrated Curriculum; Longitudinal Studies; *Outcomes of Education; Partnerships in Education; Postsecondary Education; *Program Implementation; Relevance (Education); Secondary Education; *Staff Development; Student Employment; *Tech Prep

A study examined eight local consortia identified as mature Tech Prep implementers. The four-year research used a mixed-method longitudinal design involving repeated field visits, short and long interviews of key stakeholders, classroom observations, and document review and analysis. About 4,700 Tech Prep and non-Tech Prep participants were selected for a causal-comparative study of students' educational and employment outcomes, with 2 or 3 panels of high school graduates from 4 academic years per consortium. Mid-point findings showed Tech Prep centered on secondary education with goals and policies broadening and target populations shifting toward all students; consortia increasingly linked Tech Prep to state-level efforts to raise academic standards and enhance academic course-taking; core curriculum occurred in many forms, including starting at grade 9 rather than 11 and extending to the bachelor's degree; students' math course-taking varied across sites; teacher and counselor training was a prominent element in all consortia; preparatory services were conceptualized and implemented in different ways; all consortia experienced an increase in Tech Prep student enrollment; at least 65 percent of Tech Prep participants enrolled in some form of postsecondary education; and Tech Prep participants were more likely to be working. (Case studies of each consortium are provided. (Contains 17 references.) (YLB)

ED 453 364 CE 081 747

Wonacott, Michael E.
Ethics: The Role of Adult and Vocational Education. Trends and Issues Alert No. 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Counseling; Delivery Systems; *Distance Education; *Educational Media; Educational Needs; Educational Planning; Educational Practices; Educational Strategies; *Educational Technology; *Educational Theories; Foreign Countries; Guidelines; Internet; Learning Theories; Material Development; Media Selection; Mentors; *Multimedia Instruction; Needs Assessment; Peer Relationship; Position Papers; Postsecondary Education; Resource Materials; Strategic Planning; Student Evaluation; Teacher Student Relationship; Theory Practice Relationship; Time Management; Trend Analysis; Tutoring; Vocational Education; World Wide Web
IDENTIFIERS- Canada

Planning an effective distance education (DE) course requires careful planning by experienced educators supported by strategically chosen instructional and delivery media components. The challenge of DE is to develop an instructional process that incorporates good teaching and learning strategies and provides remote students with a quality of instruction similar to that enjoyed by students attending classes. Teachers often fear that physical separation from their students will result in less effective learning. However, DE gives teachers greater flexibility in using their time, thereby allowing them to focus more on activities such as counseling, tutoring, remedial work, and student support activities. For the many vocational students who are studying subjects related to current employment, workplace trainers may be able to provide counseling and guidance and more experience employees can act as mentors. DE uses various media components to deliver learning information and link students and teachers. Media components can provide the following items: subject information and the instructional process; sound and vision to demonstrate skills; self-testing opportunities and assessment procedures; and communication between teachers and students. There is no single response that fits all DE situations. Teachers' ingenuity and imagination are key in selecting media and determining how it will be used. (Contains 16 references.) (MN)

ED 453 381 CE 081 785

Golonka, Susan; Matus-Grossman, Lisa
Opening Doors: Expanding Educational Opportunities for Low-Income Workers.
SPONS. AGENCY- Ford Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Department of Labor, Washington, DC.; Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Smith Richardson Foundation, Inc., Greensboro, NC.; Annie E. Casey Foundation, Baltimore, MD.; Department of Health and Human Services, Washington, DC.
PUB DATE- 01
NOTE- 67p.; Report is based on discussions from a roundtable meeting conducted in April 2000. Also supported by the KnowledgeWorks Foundation. Dissemination supported by the Ewing Marion Kauffman, Ambrose Monell, Alcoa, George Gund, Grable, Anheuser-Busch, New York Times Company, Heinz Family, and Union Carbide Foundations; and the Open Society Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

labor market with growth potential. Chapter 10 discusses ideas for rethinking the apprenticeship concept for the new century. Appendixes include 129 references; additional statistics and research information; and 213-item bibliography. (YLB)

ED 453 397   CE 081 820

Smart, Nigel, Ed.
Research Readings. Australian Apprenticeships.
PUB DATE- 01
NOTE- 271p.; For the companion volume, see CE 081 819. For a summary of both volumes, see ED 451 417. For expanded versions of some of the enclosed readings, see CE 081 821-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; *Apprenticeships; Blue Collar Occupations; Delivery Systems; Developed Nations; Education Work Relationship; *Educational Assessment; Educational Change; *Educational Development; Educational History; Educational Legislation; *Educational Quality; Educational Research; Employee Attitudes; Employer Attitudes; Employment Patterns; Enrollment; Entry Workers; Evaluation; Foreign Countries; Job Performance; Job Skills; *Job Training; Labor Needs; Labor Turnover; Lifelong Learning; Literacy; Literacy Education; Off the Job Training; On the Job Training; Postsecondary Education; School Holding Power; Small Businesses; Staff Development; State Government; Student Certification; Surve *Australia
IDENTIFIERS- *Australia

This volume on apprenticeships in Australia summarizes 11 research studies. After an "Introduction" (Nigel Smart), the reports are: "Apprenticeship in Australia: A Concise History" (John Ray); "Issues and Directions from the Australian Apprenticeship and Traineeship Literature" (Stephen Saunders); "Determinants of Apprentice Training by Small and Medium-Sized Enterprises" (Katrina Ball, Brett Freeland); "Locational Issues in New Apprenticeships" (Tom Dumbrell, Wendy Finnegan, and Rowena de Montfort); "Unlocking the Barriers: A Regional Perspective of Apprenticeships and Traineeships" (John Martino and Sue Holden); "Apprentices' and Trainees' English Language and Literacy Skills in Workplace Learning and Performance: Employer and Employee Opinion" (Shirley O'Neill and Annabelle Gish); "The Value of On-the-Job Traineeships" (Josie Misko, Jan Patterson, and Rosemary Markotic); "Training for Skilled Trades in Australia, 1980-2000: Training Reforms" (Elizabeth Webster, Michael Dockery, Thea Bainger, and Ross Kelly); "On- and Off-Job Approaches to Learning and Assessment in Apprenticeships and Traineeships" (Andrew Strickland, Michele Simons, Roger Harris, Ian Robertson, and Maddy Harford); "Factors That Contribute to Retention and Completion in Apprenticeships and Traineeships" (Roger Harris, Michele Simons, Heather Symoms, and Berwyn Clayton); and "Quality in Context: Reflections on Factors Impacting on the Quality of Apprenticeship and Traineeship Training" (Kaye Schofield). (YLB)

ED 453 398   CE 081 821

Ray, J.
Apprenticeship in Australia: An Historical Snapshot. Australian Apprenticeships.
PUB DATE- 01
NOTE- 44p.; For a summary of this paper, see CE 081 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Distance Education; Education Work Relationship; *Experiential Learning; Influences; *Job Performance; *Labor Force Development; Learning Theories; Literature Reviews; Metaphors; Organizational Climate; Performance Factors; Position Papers; Program Evaluation; Student Attitudes; Student Evaluation; Teacher Student Relationship; Theory Practice Relationship; *Training Methods; *Transfer of Training; Tutoring; Work Environment
IDENTIFIERS- Impact Studies; Learning Organizations; Performance Improvement

This document contains three papers on coaching and knowledge transfer. "The Role of the Learning Coach in Action Learning" (Judy O'Neil) reviews the literature on action learning and learning coaches, explores the role of learning coaches in action learning, and demonstrates the existence of external and internal influences that shape the interventions coaches use and govern consistency between espoused theory and theory in use. "The Impact of the Dimensions of the Learning Organization on the Transfer of Tacit Knowledge Process and Performance Improvement" (Miguel Hernandez) advances the argument that the process of within-firm transfer of tacit knowledge is influenced by an organizational environment fostered by implementation of the seven dimensions of the learning organization, which are as follows: continuous learning; dialogue and inquiry; team learning; empowerment; embedded system; system connection; and provide leadership. "The Relationship between Distance Coaching and the Transfer of Training" (Libin Wang, Tim L. Wentling) reports on a study that examined the relationship between distance coaching, a post-training strategy, and transfer of training. The study concluded that both actual coaching activities and participants' perceptions about the coaching they received have significant relationships with the transfer of training. All three papers include substantial bibliographies. (MN)

ED 453 416 CE 081 839

Ethics and Integrity in HRD. Symposium 9. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Benchmarking; Codes of Ethics; Definitions; *Ethics; *Human Resources; Integrated Curriculum; *Integrity; Job Performance; *Labor Force Development; *Organizational Objectives; Professional Associations; Socialization; Spirituality; Standards; Synthesis; *Training Objectives
IDENTIFIERS- Academy of Human Resource Development; *Professionalization

This document contains three papers on ethics and integrity in human resource development (HRD). "Redefining Human Resource Development: An Integration of the Learning, Performance, and

ED 453 434 CE 081 858

Foucar-Szocki, Diane; Mitchell, Randy; Larson, Rick; Harris, Laurie; Sherman, Nancy
Layers of Learning: Promoting Performance Improvement and Action Learning in Higher Education. Innovative Session 5. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 10p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrative Organization; Adult Learning; Case Studies; Change Agents; *Change Strategies; Classroom Environment; Competence; Delivery Systems; *Educational Change; Educational Needs; Educational Objectives; *Experiential Learning; Higher Education; Human Resources; Instructional Development; Labor Force Development; Learning Processes; Learning Theories; Literature Reviews; Organizational Change; Organizational Development; Outcomes of Education; *Performance Factors; Program Development; Systems Approach; Theory Practice Relationship; *Universities
IDENTIFIERS- *James Madison University VA

This document presents a case study for an innovative session exploring the nature of learning and the relationship between action learning within academic programs in adult education/human resource development (HRD) and the higher education institutions that house them. The first two sections discuss the dilemmas confronting higher education and challenges for effecting change in higher education. The next section details how James Madison University (JMU) attempted to meet these challenges by reconceptualizing its academic services and student services as integrated, collaborative, and seamless by creating its Student Success Initiative. Presented next are 10 ingredients that were identified as essential to achieving integration of academic and action learning within the university. The following are among the ingredients listed: (1) a strong, open leader within university administration who is willing to take risks and champion the effort; (2) an open, flexible academic program leader willing to explore new ways of teaching and learning; (3) students grounded in performance improvement and instructional systems design approaches; (4) a real need to which practices can effectively be applied; and (5) creative ways to recognize and value student commitment and learning. Concluding the document are a brief conclusion and the agenda of the innovative session. (Contains 32 references.) (MN)

ED 453 435 CE 081 859

Professional Development. Symposium 26. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Economics; Human Resources; *Labor Force Development; *Psychology; Research; *Systems Approach; *Theories; *Theory Practice Relationship
IDENTIFIERS- *Theory Development

The human resource development (HRD) profession needs to continue to develop its core theories and to understand that theory building is a scholarly process. Theoretical constraints affecting HRD are that HRD is a relatively young academic field of study and that most academic fields are applied and draw upon multiple theories in articulating their disciplinary base. Presently, there is no universal view or agreement on the theory or multiple theories that support HRD as a discipline. HRD is being asked to contribute more and to provide reliable results--HRD is being viewed as too important and central to host organizations to tolerate atheoretical explanations of what it can do for its sponsors. For this reason, a discrete and logical set of theories as the foundation of HRD has been proposed. It is comprised of psychological theory, economic theory, and systems theory. (Contains 34 references.) (YLB)

ED 453 453 CE 081 878

HRD and Small Manufacturers. Symposium 42. AHRD Conference, 2001
PUB DATE- 01
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; Compensation (Remuneration); Developing Nations; Employer Employee Relationship; Employment Practices; Foreign Countries; *Human Resources; Internet; *Labor Force Development; Literature Reviews; *Manufacturing Industry; Models; *Performance Technology; *Personnel Management; Problem Solving; Self Efficacy; *Small Businesses; Technical Assistance; Technological Advancement; Technology Transfer; Training; Workplace Literacy
IDENTIFIERS- Mexico; Oklahoma; United States

This symposium on human resource development (HRD) and small manufacturers consists of three presentations. "Toward a Model of Technical Assistance for Small Manufacturers: The Role of Performance Technology" (Dale C. Brandenburg) reviews literature documenting the need for technical assistance to small manufacturers, especially as it relates to deployment of new technology. It concludes that explicit use of principles of performance technology would enhance identification of problems and set forth implementation strategies that provide solutions. "Understanding Technology Diffusion in Northeast Oklahoma Small-to-Medium Sized Manufacturers" (Brenda Solomon) reports a study to understand how change and use of Internet technology have led to an emphasis on the employer as a trainer. "Human Resource (HR) Practices in Mexico and the United States: Selected Manufacturing Companies" (William R. Venable) identified similarities and differences in HR practices of successful small export manufacturing companies. Findings are that predominant practices in American companies were training, compensation and benefit packages, and selective staffing; those in Mexican companies were training, literacy education and company-sponsored activities; HR practices in American companies were directed more toward specific job performance; and in Mexican companies, they aimed more at general personal exploring ways to diminish the reliance on incarceration as the first response to drug abuse. A number of promising statewide programs involving treatment and prevention programs are included in this report. Programs include Connecticut's Alternative to Incarceration Program; New Jersey's Approach to Welfare and Substance Abuse; Illinois' Child Welfare and Substance Abuse Program; and Delaware's Comprehensive Drug Treatment Program for Prisoners. (Contains 9 figures and 75 references.) (JDM)

ED 453 474 CG 030 955

Khosropour, Shirin C.; Walsh, James
That's Not Teasing--That's Bullying: A Study of Fifth Graders' Conceptualization of Bullying and Teasing.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bullying; *Concept Formation; Elementary School Students; Elementary Schools; Evaluation; Grade 5; Intermediate Grades; *Interpersonal Competence; *Peer Relationship; Prevention; Program Implementation; *Sex Differences
IDENTIFIERS- Austin Independent School District TX; Respect; Teasing

This study examines how students perceive and describe the problems they experience or witness in their schools. In addition, a comparison was made of boys' and girls' conceptualizations of bullying and teasing. This work is part of a broader set of studies designed to evaluate Expect Respect, a program implemented in elementary schools in Austin, Texas. The program uses a prevention model to address social acceptance of bullying among students, teachers, and school staff and aims to improve communication and peer relationships among students. Forty fifth-grade students from four schools participated in the study. Two of the schools were part of the Expect Respect program and two were not. One implication of the study's findings is that in order to devise effective programs, children's own terminology of what is meant by bullying and teasing must be understood. It suggests that children may be more likely to assimilate the lessons with their existing experiences if they do not have to first unlearn their own definitions. Data also suggest that although boys and girls conceptualize bullying in the same way, they do not necessarily experience it in the same manner. Appendixes include: Expect Respect Student Interviews and Quotes from Students in Response to Interview Questions. (Contains 24 tables and 14 references.) (JDM)

ED 453 475 CG 030 956

Khosropour, Shirin C.; Walsh, James
The Effectiveness of a Violence Prevention Program: Did It Influence How Children Conceptualize Bullying?
PUB DATE- 01
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

they accrued. All the participants (N=78) were male; 25 were white and 53 were black. Thirty-nine of the males participated in a problem-solving skills class for offenders. A follow-up inquiry 4 months after the completion of the program revealed that the inmates introduced to the class had a 60.3% reduction over the control group in disciplinary actions received. The results suggest that a constructive problem-solving model can assist inmates in avoiding disciplinary problems within the confines of a correctional center. Although the results suggest that significant evidence exists for implementing the program in a maximum security level institution, continued research is needed. (Contains 6 appendixes and 19 references.) (JDM)

ED 453 495 CG 030 980

Sandau-Christopher, Debra
The School's Role in the Prevention and Intervention of Child Abuse and Neglect: A Manual for School Personnel. Revised.
PUB DATE- 00
NOTE- 39p.; For 1988 edition, see ED 313 648.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Welfare; Elementary Education; Elementary School Students; Elementary School Teachers; *Family Problems; Identification; School Counselors; *Sexual Abuse; State Regulation
IDENTIFIERS- *Child Abuse and Neglect Reporting; Colorado

Because of the large number of children being maltreated, Colorado law mandates that suspected cases of child abuse be reported. It is essential that professionals working with children understand how to recognize and report suspected abuse. This handbook was written to assist teachers, counselors, and social workers in defining child abuse and neglect. It attempts to assist them in developing training programs that best address abuse issues. It begins by describing what child abuse is and some of the reasons an adult may resort to child abuse. Charts are included that will help educators identify behavioral and physical signs of sexual or physical abuse and neglect. Information is provided on how to respond to a child's disclosure of abuse. A model school reporting policy is mapped out on how school districts should report abuse within the state of Colorado and excerpts are included from the Colorado Law-Child Protection Act on reporting procedures that teachers and counselors need to follow. Classroom strategies for assisting the child victim focus on security; structure; identity; consistency; sense of belonging; approval; enhancement of positive self-concept; and support for the family. (Contains 13 references.) (JDM)

ED 453 496 CG 030 981

Stana, Richard M.
Underage Drinking: Information on Federal Funds Targeted at Prevention. Report to the Chairman, Subcommittee on Criminal Justice, Drug Policy, and Human Resources, House Committee on Government Reform, and to Representative John L. Mica.
PUB DATE- 01
NOTE- 36p.; Information developed by Linda Watson, Jared Hermalin, and Lou Smith.

as part of comprehension instruction. (Includes 43 notes; contains 33 references.) (NKA)

ED 453 518 CS 014 388

Guidelines for Examining Phonics & Word Recognition Programs. 2000 Edition. Texas Reading Initiative.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Check Lists; Guidelines; *Phonics; Primary Education; Program Evaluation; Reading Aloud to Others; *Reading Instruction; Reading Programs; *Word Recognition
IDENTIFIERS- Balanced Reading Instruction; Reading Fluency

To enable all children to learn to read with confidence and fluency, beginning reading instruction programs must offer balanced instruction that provides children with a variety of experiences. A full discussion of all the dimensions of a balanced program of beginning reading instruction is beyond the scope of this booklet. Rather, this booklet focuses on instruction in phonics and word recognition programs. The booklet aims to provide teachers with various guidelines to use to evaluate phonics and word recognition programs to determine if they reflect sound, research-based and classroom-tested instructional practices. The guidelines in the booklet can be used to evaluate the instruction found in both basal reading programs and supplemental programs. Part 1 of the booklet--The Content of Phonics and Word Recognition Instruction--provides information about the content of effective phonics and word recognition instruction, along with various guidelines for program evaluation and examination. Part 2--Reading Aloud and Independent Wide Reading--discusses reading aloud and independent reading as areas which receive attention because they contribute directly to children's ability to comprehend what they read, and are central to effective reading instruction. Part 3--Program Evaluation Checklists--contains checklists that may be useful to teachers as they examine the phonics and word recognition instruction found in either basal reading programs or supplemental programs. (Contains 15 references.) (NKA)

ED 453 519 CS 014 389

Delk, Linda; Weidekamp, Lisa
Shared Reading Project: Evaluating Implementation Processes and Family Outcomes. Sharing Results.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 200p.; Some figures contain a small font.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Family Involvement; *Hearing Impairments; Outcomes of Education; *Parent Participation;

a writing rubric; student, parent, and teacher surveys; writing goals; and a parent reflection form.) (Author/RS)

ED 453 537   CS 217 547

Fogarty, Robin
Literacy Matters: Strategies Every Teacher Can Use. A Skylight Guide.
PUB DATE- 01
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Educational Technology; Elementary Secondary Education; Instructional Effectiveness; *Learning Processes; *Literacy; Metacognition; Parent Participation; Prior Learning; Reading Improvement; *Reading Skills; *Reading Strategies; Teacher Role
IDENTIFIERS- Literacy Engagement

This book explores 15 practical literacy strategies that can be used across grade levels (K-College) and content areas. The easy-to-use book offers an overview of the research and best practices associated with each literacy strategy--and it defines each strategy. It explores proven instructional methods such as metacognition, literacy circles, involving parents and community, tapping into prior knowledge, and using technology to impact literacy acquisition. Implementing the book's strategies in the classroom will help students improve their reading skills, comprehend what they read, and mature into lifelong learners. (Contains a 44-item bibliography.) (NKA)

ED 453 538   CS 217 548

Written Language Developmental Continuum: Preschool-Second Grade.
PUB DATE- 01
NOTE- 9p.; For the second to fifth grader version, see CS 217 549.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; Child Behavior; *Child Development; *Childrens Writing; Early Childhood Education; Student Evaluation; Teacher Role; *Writing Achievement; *Writing Skills; *Written Language
IDENTIFIERS- *Continuum Models; *North Carolina; Purpose (Composition)

The purpose of this "Written Language Developmental Continuum" brochure for preschool-second grade is to provide helpful information for parents, teachers, and other adults as they work with young children to advance and refine written language (writing) competence. The brochure is intended to be a useful tool for assessing children's development along a continuum of written language growth as well as a source of information about the competencies/descriptors that children are expected to learn in preschool through second grades--the descriptors list specific behaviors that are typical of children's development at particular ages or grades. The brochure points out that writing skills develop and become more sophisticated as students use them for meaningful purposes and varied audiences. It lists the following: descriptors for preschool (3-4 years and 4-5 years); competencies and descriptors for no one objected to, and when writing prompts, the group members never ventured beyond their own "tribal interests." It states that the undiscussed subtext of the group meetings reflected their choices or lack thereof. The paper finds that the students' faceless, if not nameless, discourse in cyberspace succeeded in spite of the instructors' inability to forge such discourse among themselves. It suggests that, spoken or unspoken, individuals' cultural baggage and politics accompany them, rendering them "political" whether spoken or stifled. (NKA)

ED 453 558 CS 510 564

Odyssey Celebrates the Legacy of Mark Twain with "The Prince and the Pauper." Guide for Educators.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); Curriculum Enrichment; Educational Objectives; Intermediate Grades; *Language Arts; Learning Activities; *Television Viewing
IDENTIFIERS- Media Literacy; *Prince and the Pauper; Response to Literature; Standards for the English Language Arts; *Twain (Mark)

This study guide covers the new television version of one of Mark Twain's most popular stories, "The Prince and the Pauper," the classic tale of two boys whose curiosity about each other's lives leads them to switch places and, in the process, learn valuable lessons about outward appearances and true compassion. The guide summarizes the story, gives a short biography of Mark Twain, and provides discussion questions and student activities for Grades 4-6 and Grades 7-9. It also proposes educational objectives, gives tips for summer reading, suggests summer reading activities, explains how students can meet many standards for English and language arts as well as media literacy, and lists additional resources--books, videos, and websites. (NKA)

ED 453 559 CS 510 565

"The Hound of the Baskervilles" and "Hamlet": Guide for Educators.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); Curriculum Enrichment; Drama; Educational Objectives; *English Instruction; *Language Arts; Learning Activities; Middle Schools; Secondary Education; *Social Studies; *Television Viewing
IDENTIFIERS- Doyle (Sir Arthur Conan); *Hamlet; *Hound of the Baskervilles (The); Media Literacy; Mysteries (Literature); Shakespeare (William); Sherlock Holmes

This study guide discusses the world premiere of two made-for-television movies of classics of English literature: "The Hound of the Baskervilles" and "Hamlet." The guide first provides a synopsis of the story of "The Hound of the Baskervilles" and gives a brief biography of the author, Sir Arthur Conan Doyle. It offers discussion questions and activities for students in

ED 453 579 EA 031 018

Mertz, Norma T.
Contextualizing the Position of Assistant Principal.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (14th, Albuquerque, NM, November 3-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; *Communication (Thought Transfer); Elementary Secondary Education; *Job Satisfaction; Organizational Development; *Principals; *Professional Development; Public Schools

This paper reports on a study that described how assistant principals operate within the context in which they serve, and how they and their professional situations interact. Its focus was less on their duties and more on the how: how they think about what they do and their position, how they perceive their place within the organization, and how they think about the nature of the position. Further, the study looked at the ways organizational norms are communicated and how persons in the position of assistant principal respond to these communications. The study was designed to be exploratory and descriptive, to generate hypotheses, not test them, and to be suggestive rather than generalizable. Eight assistant principals in two high schools were selected as the site and population for the study. All had been educators for more than 2 decades, and all save one had been teachers earlier in their careers. In-depth interviews were held with each of the eight assistant principals; additionally, half were observed in their school and half were observed going about their work. The findings are highly suggestive about how assistant principals are socialized, and how they learn the roles and norms of the position, irrespective of the particular school organization, structure, or climate. While they may or may not be prepared for the job, they come with a socialized disposition to the position. They are anything but strangers to the organization and its norms, and the organization uses the position as a low-risk means to test the adequacy of the fit between the person and the organization. Apparently, the test of success is the ability of the individual to play the role well. (Contains 30 references.) (DFR)

ED 453 580 EA 031 019

Elder, Deborah L.
Evaluation of School Uniform Policy at John Adams and Truman Middle Schools for Albuquerque Public Schools.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Discipline; Middle Schools; Public Schools; *School Culture; *School Safety; *School Uniforms; *Student Subcultures
IDENTIFIERS- *Albuquerque Public Schools NM; *Parent Community Relationship

A uniform policy at two Albuquerque middle schools became a same attention as those in business organizations. To flourish at a school-organization level, and be replicated in other institutions, the mechanisms that sustain and encourage innovations must be understood clearly. A study examined innovations adopted at four schools to uncover the system and processes conducive to their sustenance. The four schools identified use a range of innovations in the areas of pedagogy, curriculum, evaluation, administration, and resource mobilization. Findings indicate the important role of leadership, particularly during formative stages. Openness in vertical and horizontal communication and establishing a wide network appeared to be critical in later stages of program implementation. The innovative schools developed effective systems for monitoring, mobilizing community support, establishing procedures for teachers' training, and instituting participative systems of management. The findings indicate that innovations do not have to be resource intensive and involve exceptional individuals, but require sustained effort. Implications for management of innovations in schools and directions for future research are examined. (Contains 72 references.) (TEJ)

ED 453 599 EA 031 047

Kroplewnicki, Mary I.; Shapiro, Joan P.
Female Leadership and the Ethic of Care: Three Case Studies.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Effectiveness; *Educational Research; Elementary Secondary Education; Females; Feminist Criticism; Gender Issues; Moral Values; *Principals; *Sex Differences; Sex Stereotypes; Teacher Administrator Relationship; *Women Administrators
IDENTIFIERS- American Educational Research Association; *Gilligan (Carol)

A study explored the ethical framework of care as a leadership attribute in three female principals at an elementary school, a junior high school, and a high school in northeast Pennsylvania. Recent studies of educational administrators reveal that new leadership models and attributes, identified as the ethic of care, are emerging among both male and female administrators. Carol Gilligan and others demonstrate that there is a continuing need to conduct research regarding the experiences of women. This is the case in educational administration, in part because of a lack of research despite the growing numbers of women in administrative positions. Extended interviews explored four guiding questions related to extending the ethic of care to females in the male sex-typed role of the principal, transferring the personal ethic of care to the professional sphere, enacting the ethic in making decisions, and maintaining the ethic in the bureaucratic structure of schools. The nature of this study is inductive, and the data are provided in descriptive case-study format using the principals' answers to questions derived from the guiding themes. Data from the state regarding the principals were added to those gathered from four interviews of principals and their staffs. Constant comparative analysis was used to

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Behavioral Objectives; Curriculum; *Decision Making Skills; *Disabilities; Educational Objectives; Educational Strategies; *Individualized Education Programs; Lesson Plans; Parent Teacher Conferences; Personal Autonomy; Secondary Education; *Self Determination; Self Evaluation (Individuals); *Student Participation; Teaching Guides; *Transitional Programs; Videotape Recordings

The ChoiceMaker Self-Determination Curriculum is designed to teach students with disabilities the self-determination skills they need to be successful in adult life. It consists of three strands: Choosing Goals, Expressing Goals, and Taking Action. Each strand addresses teaching objectives in four transition areas: education, employment, personal, and daily living, housing and community participation. This lesson package is focused on the Expressing Goals strand, which teaches students how to manage their own Individualized Education Program (IEP) meetings. It includes two videos, a Teachers' Manual, and a Student Workbook. The first videotape, entitled "Self-Directed IEP in Action," is 7-minutes long and introduces the Self-Directed IEP process to students, parents, teachers, and administrators. It shows students with disabilities in classes working on the lessons and describing their experiences in using steps in the self-determination process. The second videotape, entitled "Self-Directed IEP," is 17-minutes long and introduces the 11 steps to leading an IEP meeting. After watching the videotape, students complete the 11 lessons in the Student Workbook that match the steps explained in the video. In these lessons, students learn to apply the steps to their own lives. The kit also includes a ChoiceMaker Self-Determination Assessment. (Contains 25 references.) (CR)

ED 453 619   EC 308 427

Burns, Edward
Developing and Implementing IDEA-IEPs: An Individualized Education Program (IEP) Handbook for Meeting Individuals with Disabilities Education Act (IDEA) Requirements.
PUB DATE- 01
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Educational Legislation; *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; *Individualized Education Programs; *Needs Assessment; Special Education; *Student Educational Objectives; Student Evaluation; Student Needs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This book considers issues relating to the development, revision, and evaluation of Individualized Education Programs (IEPs), including best practices that have been developed by states and school districts. It begins with an overview of the objective of education for all children regardless of disability, with appropriate goals and instruction to meet each child's unique needs. It then goes on to explain the IEP process and how an appropriate education is accomplished by making accommodations, providing supports, and developing strategies that will allow a child's needs to be met in a regular classroom environment. The

This guide discusses the importance of having school health and safety committees, describes New York law creating these committees, explores their responsibilities and recommended actions, and examines what committees can do to efficiently meet their goals. The guide details school walk-throughs as the best way to learn about a school, including use of the occupant health survey. Common terms and public documents relating to school facility health are included as are some tips for prospective members of a school health and safety committee. (GR)

ED 453 642 EF 005 933

Mold Remediation in Schools and Commercial Buildings.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Buildings; Check Lists; Elementary Secondary Education; *Guidelines; *Prevention; *Public Schools
IDENTIFIERS- *Molds (Biology)

This document describes how to investigate and evaluate moisture and mold problems in educational facilities, and presents the key steps for implementing a remediation plan. A checklist is provided for conducting mold remediation efforts along with a resource list of helpful organizations and governmental agencies. Appendices contain a glossary, an educational section on molds, and how communication with building occupants aids in mold eradication efforts. (Contains 19 references.) (GR)

ED 453 643 EF 005 937

Berry, Michael A.
Educational Performance, Environmental Management, and Cleaning Effectiveness in School Environments.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Cleaning; *Educational Environment; Elementary Secondary Education; Public Schools; Student School Relationship
IDENTIFIERS- *Building Maintenance

This paper briefly discusses research on the negative impact of indoor air environments within educational facilities and the positive impact of a scientifically based cleaning process. Included is a form for calculating the environmental performance for a school environment and definitions of relevant terms. Final sections discuss building management and cleaning and list the principles of cleaning effectiveness in school environments. (GR)

ED 453 644 EF 005 941

O'Malley, Marianne; Guyer, Chris; Skinner, Erik
A New Blueprint for California School Facility Finance. An LAO

account for the causes of the learners' errors, but a combination of contrastive analysis and an analysis of these errors might be illuminating. English and Persian differ in that the former uses definite markers. It is shown that syntax has a major role in the use of the definite marker in English, whereas semantics has that role in Persian. It is predicted that if any transfer from the native language were to occur, it would most likely happen where the noun phrase carrying the article appears in subject position. An analysis of the subjects' performance on two article elicitation tasks suggests that Persian L2 learners of English have problems identifying the English definite marker when it is in subject position. (Contains 18 references.) (Author/KFT)

ED 453 667 FL 026 727

Joseph, John E.
Orwell on Language and Politics.
PUB DATE- 00
NOTE- 11p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dialects; *Language Attitudes; *Literature; *Metalinguistics; Politics; *Sociolinguistics
IDENTIFIERS- Orwell (George); Saussure (Ferdinand de)

Newspeak, the engineered language of George Orwell's novel "Nineteen Eighty-Four," is discussed in the context of Orwell's wider views on language and politics and the need for linguistic intervention as part of the struggle against tyranny, and the related or opposed ideas of some of Orwell's contemporaries and Saussure. Orwell worried that English in the mid-20th century was in a perilous state, because those who speak and write it do so following the model of Saussure, treating words as though they were unconnected to reality and therefore producing meanings that are arbitrary and internal to the language rather than engaging with the world. (KFT)

ED 453 668 FL 026 728

Lynch, Tony
An Evaluation of the Revised Test of English at Matriculation at the University of Edinburgh.
PUB DATE- 00
NOTE- 13p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; *Listening Skills; Second Language Instruction; Second Language Learning; Statistical Analysis; *Student Evaluation; Student Placement; Test Construction; Test Format; Test Theory; *Test Validity
IDENTIFIERS- University of Edinburgh (Scotland)

This paper reports a second-cycle validation study of the test of English at Matriculation (TEAM) following revisions made to the test in 1993. Candidates' scores from four academic sessions (1993-1997) were used to assess the relationship between the performance at the beginning of their degree course and their are discussed. This volume is divided into five chapters and a conclusion. Chapter one defines the concepts and the theory of community vitality in Canada and around the world. Chapter two gives a broad description of the context of language policy at the federal level. Chapter three explores the use and concepts of assimilation and vitality within the public debate in Canada. Chapter four focuses on the demographic data regarding the present health of Francophone communities outside Quebec. The fifth chapter deals with issues of youth, education, and economic attainment of Francophones from the point of view of the importance and consequences of access to education in one's first language. The conclusion offers final remarks on lessons learned and suggests points of departure for future research. Two appendices contain two official Canadian government documents: "Language Rights, The Canadian Charter of Rights and Freedoms" and "Part VII, The Official Languages Act (1988)." (Contains 37 references.) (KFT)

ED 453 689   FL 026 754

Nakamura, Yuji; Valens, Mark
Teaching and Testing Oral Communication Skills.
PUB DATE- 01
NOTE- 13p.; Published by Tokyo Keizai University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Interviews; *Language Proficiency; *Language Tests; Longitudinal Studies; *Oral Language; Second Language Instruction; Second Language Learning; *Student Evaluation; *Test Validity
IDENTIFIERS- Japan

This article presents the results of a pilot longitudinal study that attempted to develop a method to take subjective, qualitative observations about the English language speaking skills of Japanese English language learners and transform them into objective, quantitative measures. The following considerations must be addressed in the course of constructing this measure: What are the appropriate expectations of proficiency of a given student? Which skills should be mastered, to what level, and in what order? Are the instruments used valid measures, encompassing all the proper variables? Are the raters evaluating the students consistently? How can results be compared from speech to speech, class to class, year to year? Three types of tests are used: monologue speaking test (presentation); a dialogue speaking test (interview); and a multilogue speaking test (discussion and debate). (KFT)

ED 453 690   FL 026 755

Jaipal, Kamini
English Second Language Students in a Grade 11 Biology Class: Relationships between Language and Learning.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

institutions that were consulted about the fund earlier in the year. (SLD)

ED 453 713 HE 034 035

Widening Participation in Higher Education: Funding Decisions for 2001-02 to 2003-04. Request.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Enrollment; Feedback; *Financial Support; Foreign Countries; Higher Education; *Participation; *Resource Allocation; Surveys
IDENTIFIERS- *England

This document provides feedback on the Higher Education Funding Council for England's (HEFCE's) consultation on new proposals for widening participation in higher education and outlines the decisions that have been made following the consultation. A summary of responses to the consultation is included in Annex B. As a result of the consultation, the HEFCE will distribute funding in support of widening participation for the period 2000-2001 to 2003-2004. This funding is intended to encouraged institutions to widen participation in higher education by under-represented groups, raise the aspirations of all to attend the institutions best able to match their abilities, interests, and needs, and ensure that all students have the best possible chance of succeeding in their studies. Funding will be increased in proportion to the institution's success in recruiting students from neighborhoods with low rates of participation in higher education, and a new funding stream will be introduced to help raise aspirations. Summer school programs and widening participation strategies will be supported by new funding initiatives. The document asks institutions to submit updates 3-year strategies for widening participation, accompanying the strategies with action plans by late July 2001, with the possibility of receiving an extension for the complete plan until October. Eight annexes provide supplemental details about the funding and the application process. (SLD)

ED 453 714 HE 034 036

Additional Student Places and Funds, 2000-01: Outcome of Bids. Report.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Enrollment; *Financial Support; Foreign Countries; Postsecondary Education; *Resource Allocation; *Student Placement
IDENTIFIERS- *England

This document announces the outcome of bids for additional student places and funds for 2000-2001. Each year the Higher Education Funding Council for England (HEFCE) allocates additional funded students places in response to competitive bids. The framework for allocating these extra numbers is designed to enable institutions to respond to changes in student demand, to employment and regional needs, and to faculty. The training is targeted for both social and academic situations. The students involved in the project are opportunity program students who may or may not be on academic probation. The project is an extension of a mentoring program that was previously implemented by the SEEK program at the College of Staten Island, New York. The target sample will be 10 students with grade point averages below 3.0. It will include some students on academic probation. A second group of students will be monitored, but not mentored, as a comparison group. Mentors will be alumni of the SSK program. It is hoped that by teaching at-risk undergraduate students appropriate social protocols they will be more successful in achieving their goals in social situations that will benefit them academically. (Contains 15 references.) (Author/SLD)

ED 453 735 HE 034 059

Austin, Nancy; Mazile, Bontshetse
The Impact of Culture, Self-Determination, and Allies on Women's Educational Opportunities in Botswana.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Cultural Influences; Feminism; Foreign Countries; Gender Issues; *Higher Education; *Self Determination; *Sex Discrimination; *Womens Education
IDENTIFIERS- *Botswana

Higher education opportunities for women in Botswana were studied through a feminist theoretical framework and a participant conversation methodology. Nine female students, participants in a postgraduate diploma program for secondary teacher certification or a masters program in education, ranged in age from 23 to 49. All but one were first generation college graduates, and all were from a culture that until recently had excluded women from ownership, decision making, and power. The study involved these participants and three researchers, two members of the faculty of education and a visiting Fulbright scholar. The study used an informed conversation method or structured conversations informed by participatory data collection and analysis through interviews, member checks, and a focus group. The researchers and students exchanged life stories. The study provides evidence that these Botswana women realize the extent to which cultural traditions have allowed for the subordination of women to men in Botswana, yet they believe they can counteract that status for themselves. These women clearly articulated their perceptions of the impact of education on their lives, the factors that allowed them this education, the impact of cultural traditions on women's lives, and their possible roles in social change in Botswana. The interview guide and a poem based on the data are attached. (Contains 19 references.) (SLD)

ED 453 736 HE 034 060

Ibarra, Robert A.
Studying Latinos in a "Virtual" University: Reframing Diversity and Academic Culture Change. Occasional Paper No. 68. Latino Studies Series.
PUB DATE- 00
NOTE- 20p.; Table marginally legible.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Demography; *Educational Attainment; *Minority Groups; Older Adults; Racial Differences; *Statistical Analysis
IDENTIFIERS- *Florida

This paper attempts to show that Florida's high percentages of elderly and minority citizens, two groups that show considerably lower than average higher educational attainment, cause simplistic statistical analyses to rank Florida lower in educational attainment than she deserves. Controlling for these demographic factors shows that Florida is performing better than usual analyses suggest. Florida ranks 31st in the United States in the percentage of population aged 25 and over who have a college degree, but when one adjusts the expected percentages of educational attainment for age, Florida's expected rank drops to 51st (50 states and the District of Columbia), and when one adjusts based on racial/ethnic proportions in the over 25 population, Florida's expected rank is 44. Thus, the simple rank of 31 is considerably above expectations based on age or racial/ethnic characteristics. Florida is among only 10 states that showed a 10% of greater increase in the number of students enrolled in higher education institutions between 1990 and 1997. The phenomenon of simplistic statistical analysis underestimating Florida's performance also occurs for K-12 education. The percentage of the population under 18 is about 79% of the national average, so if Florida actually spends the same amount per student as the average state, simplistic global statistics based on unadjusted estimates make it appear that Florida spends 21% less than the average state. An appendix contains a map of percent change in total enrollment in institutions of higher education by state from 1990 to 1997. (SLD)

ED 453 756 HE 034 082

Micceri, Ted
Change Your Major and Double Your Graduation Chances.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; College Graduates; *College Students; Dropouts; Higher Education; *Majors (Students)
IDENTIFIERS- *University of South Florida

Stimulated by the finding of M. Murphy (2000) that each change of major increased a student's graduation probabilities by 40%, this study investigated changing major and graduation for seven fall first-time in college (FTIC) cohorts at the University of South Florida. Because a student must enroll at least two semesters to change majors, analysis was limited to only those students who returned for their second year. The study supports Murphy's findings, as major changers in every cohort and every college show substantially greater graduation rates than those who did not change majors (about double the rate for earlier cohorts, with an increasing absolute advantage over time). (Author/SLD)

ED 453 757 HE 034 083

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Perkins Loan Program

The Federal Perkins Loan Program is comprised of Perkins Loans, National Direct Student Loans (NDSLs), and National Defense Student Loans (Defense Loans). Perkins Loans. Made to students with no outstanding balance on a Defense Loan or NDSL, and NDSLs are low-interest (currently 5%), long-term loans made through school financial aid office to help needy undergraduate and graduate students pay for postsecondary education. No new Defense Loans are being made, but a few are still in repayment. This document explains the Perkins Loan Program for financial aid administrators. Recent changes in the Perkins program are highlighted. These involve a number of issues related to eligibility, repayment, and default. The introduction describes the various loan types and recent changes to the regulations. Chapter 1 deals with "School Requirements." "Student Eligibility," chapter 2 describes eligibility criteria and selection procedures. Chapter 3, "Making & Disbursing Loans," reviews loan maximums and disbursement requirements. "Repayment," chapter 4, considers a number of issues related to repayment, and "Forbearance & Deferment," chapter 5, discusses the various types of relief for hardship and deferments of repayment for further education. Chapter 6, "Cancellation," discusses the conditions under which borrowers may have loans and interest cancelled, such as public service or service as a teacher. Chapter 7, "Due Diligence: Billing and Collection," explains the requirements for repayments and collection. Chapter 8, "Default," discusses steps the institution must take in cases of default. Appendixes present sample Perkins loan and NDSL promissory notes and an addendum to the promissory notes. (SLD)

ED 453 778 HE 034 109

Student Financial Aid Handbook, 2000-2001. Volume 6: Federal Work-Study.
PUB DATE- 01
NOTE- 62p.; For volumes 4, 5, and 7, see HE 034 107, 034 108, and 034 110.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; *Work Study Programs

The Federal Work-Study (FWS) Program encourages the part-time employment of undergraduate and graduate students who need the income to help pay the cost of their education and encourages FSW recipients to participate in community service activities. This volume describes the ways schools are required to use money from their FSW Program funds to compensate students employed in community service jobs. Some of the recent changes to FSW regulations are highlighted. Most relate to the allocation of funds or changes to definitions of community service. A school participating in FWS is no longer required to

Library subcribes, and a past examination paper database. The Electronic Reserve supports four original pilot Built Environment modules, one Faculty of Health and Social Care module, and three Bristol Business School modules through provision of core and additional readings and non-copyrighted module information networked to all facilities on all campuses. It gives simultaneous multi-user, multi-location, 24-hour access to a range of secure documents in a variety of electronic formats held on a library server. The research study based on ResIDe's support for a second year business elective, Information for Management Decision Making, is pioneering a new approach to collaborative working, moving away from traditional academic/librarian roles. (Contains 20 references.) (AEF)

ED 453 798 IR 020 644

Fjallbrant, Nancy; Levy, Philippa; Pasanen-Tuomainen, Irma
DEDICATE: A Networked Professional Development Project in Information Literacy and User Education.
PUB DATE- 99
NOTE- 9p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affiliated Schools; *Computer Assisted Instruction; Computer Networks; Cooperative Programs; *Distance Education; Foreign Countries; Higher Education; *Information Literacy; Instructional Design; Instructional Development; *Partnerships in Education; *Professional Development
IDENTIFIERS- Europe (Central); Europe (East)

This paper describes the design and implementation of a networked professional development initiative for information literacy, run by DEDICATE (Distance EDucation Information Courses with Access Through nEtworks), a European Union-funded project under the Telematics for Libraries 4th Framework Program. Library and academic staff from five Central and Eastern European universities participated in the course, which is based on principles of collaborative and experiential online learning and has as its goal the development by participants of information literacy courses tailored to the needs of user groups within each of the five partner universities. The paper describes the pedagogic approach; main features of the DEDICATE course and its technological environment; and implementation and evaluation. (Contains 15 references.) (Author/AEF)

ED 453 799 IR 020 645

Myllys, Heli
Library Cooperation at the NOVA University--the Nordic University in Agriculture, Forestry and Veterinary Medicine.
PUB DATE- 99
NOTE- 7p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

performance across groups of students using the quizzes could be more confidently attributed to formative assessment use. The online summative tool was anticipated to have no strong impact on the level of anxiety, emotionality, or perceived level of threat posed by the tests. The expectation was that students would hold similar ratings of these affective constructs, regardless of test format. Data support providing online formative and summative assessments in undergraduate courses. Although the data do not allow for declaration that the formative assessment tools decrease cognitive test anxiety, there are relevant gains in course examination performance based on use of the quizzes, particularly for the group of students taking summative assessment tests online. Furthermore, the data demonstrated that there were no disadvantages to using online summative assessment regarding anxiety, emotionality, or study behaviors, and there was actually an advantage in the domain of perceived threat imposed by the impending test. (Contains 23 references.) (AEF)

ED 453 816   IR 020 700

Somekh, Bridget; Pearson, Matthew
Children's Representations of New Technology: Mismatches between the Public Education Curriculum and Socio-Cultural Learning.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Concept Formation; *Concept Mapping; *Educational Technology; Elementary School Students; Foreign Countries; Grade 5; Intermediate Grades; *Knowledge Representation; *Perception; Role
IDENTIFIERS- *Conceptual Frameworks; England; *Knowledge Development
The REPRESENTATION Project, 1998-2000, carried out research within elementary schools in six European countries: Denmark, France, Greece, the Netherlands, Spain, and England. Altogether, 31 schools participated, ranging from large inner city schools in Paris and Amsterdam, to a 20-student school in a Greek village. In each school, one class of students and their teacher was selected to participate. The students were all aged between 10 and 12. This paper reports on research carried out in England within the framework of REPRESENTATION. The overarching objective of the project was to deepen understanding of the way in which fifth grade students perceived new technologies and related concepts. The specific objectives addressed by the English research and reported in this paper were: to deepen understanding and track the development of fifth grade students' conceptual representations of new technology over the period of one year; and to explore the role of the school, the home, and wider socio-cultural experience, including national culture, in the development of students' knowledge of new technology. (Contains 31 references.) (MES)

ED 453 817   IR 020 701

Rogers, Donna M.; Swan, Karen
An Investigation of Components in Corno and Mandinach's Self-Regulated Learning Model Applied to Internet Navigation.

making a World Wide Web home page in a one-hour classroom setting. Following a brief description of the background to the class, three distinct parts of the class are discussed. Each class begins with a PowerPoint presentation that allows the presenter to introduce himself or herself and the topic, and to provide basic information that can be repeated during the demonstration part of the presentation. The PowerPoint presentation can be divided into four sections: Introductory Material, Definition of HTML, Basic HTML Tags, and Explanation of HTML Editors. After the PowerPoint presentation is finished, a real-time demonstration of basic home page construction is provided. The demonstration can be done in at least two ways: a hands-on demonstration where all attendees are seated at individual PCs, or a hands-off demonstration where the presenter creates a page while attendees watch and ask questions. The third part of the class consists of a handout of supplemental information given to all class attendees. The handout is divided into three sections: Basics, Extras, and For More Help. A sample handout is included in the appendix. (AEF)

ED 453 837 IR 058 108

Bluh, Pamela M., Ed.
Managing Electronic Serials: Essays Based on the ALCTS Electronic Serials Institutes 1997-1999. ALCTS Papers on Library Technical Services & Collections, No. 9.
PUB DATE- 01
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Electronic Journals; Information Technology; Internet; Librarians; Library Acquisition; Library Administration; *Library Collection Development; Library Materials; Library Services; *Periodicals; *Scholarly Journals

If managed well, electronic journals (e-journals) can be extremely efficient, saving money and space while improving access and speeding information delivery. With the help of the Internet, e-journals can also make library collections more accessible to both users and staff. Covering the process of managing electronic serials from licensing, acquiring, and cataloging to the practical challenges of circulation and ensuring equity of access, the librarians who authored these essays share their experience in: staffing appropriately for fast-changing technology; scrutinizing content of potential acquisitions; negotiating licensing arrangements; avoiding copyright pitfalls; and enhancing value with hypertext links. For serials, collection development, and acquisitions librarians as well as technical services professionals, this book is a reference for delivering the best electronic materials and services to users. Includes an index. (Contains 92 references.) (AEF)

ED 453 838 IR 058 142

Garten, Edward D., Ed.; Williams, Delmus E., Ed.
Advances in Library Administration and Organization Volume 18.
PUB DATE- 01
NOTE- 322p.; For Volume 17, see ED 441 518.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Libraries; Electronic Libraries; Information Services; Learning Resources Centers; Librarians;

colleges have eliminated many less productive programs, negatively impacting FTE enrollment and increasing student outputs and outcomes; and (5) Florida is experiencing the lowest unemployment rate in 30 years, and employers are spending billions providing on-the-job training, instead of outsourcing to colleges. Solutions suggested include: (1) maintaining the integrity of the "2 2" system; (2) preparing more high school students for college; (3) attracting more younger students; and (4) attracting more older students. (EMH)

ED 453 858   JC 010 411

Governance Survey. Data Trend 22.
PUB DATE- 00
NOTE- 12p.; Prepared by the Division of Community Colleges, Office of Educational Services and Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Administrative Organization; Administrator Attitudes; *College Governing Councils; *Community Colleges; *Educational Administration; *Governance; State Boards of Education; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report provides the results of a survey of state board members, presidents, and the local trustees of the twenty-eight institutions within the Florida Community College System (FCCS). The survey was an effort to determine what was working well in the current system, where problems existed, and where these individuals felt the various activities currently performed by the State Board of Community Colleges (SBCC), the Division of Community Colleges (DCC), and local institutions should be housed. Respondents were asked to rate each activity on its performance, using a scale from 1 (very well) to 5 (not well at all). They were also asked to recommend where the activity should be placed in the new structure. Seventy-eight useable responses were received. Results included: (1) the average rating for financial activity was 1.3; (2) the average rating for instructional and administrative activities was 1.7; (3) the average rating for the Division of Community Colleges was 2.1; (4) respondents believed that local control should be maintained; (5) respondents believed that the division of responsibilities between local control and a state level board (currently the SBCC) is appropriate; (6) the respondents want local control over hiring presidents, setting curriculum, admission policy, fees, assessing institutional effectiveness, and ensuring access to higher education; and (7) the respondents want the SBCC to assess system effectiveness and accountability. (EMH)

ED 453 859   JC 010 412

How Well Do Prerequisite Courses Prepare Students for the Next Course in the Sequence? Information Capsule.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Achievement; College Outcomes Assessment; Community Colleges; *Instructional Effectiveness; *Prerequisites; *Required Courses; Two Year Colleges

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Business Education; Citizenship Education; Civics; Codes of Ethics; Curriculum; Educational Research; *Ethical Instruction; *Ethics; Postsecondary Education; *Role of Education; Secondary Education; Service Learning; *Social Responsibility; Teaching Methods; *Vocational Education

Ethics and social responsibility are the subject of both curriculum materials and research in adult and vocational education. State academic standards and curriculum frameworks address citizenship and personal and social responsibility. Ethical and legal issues for specific occupations are addressed in curricula issued by states, professional associations, and educational institutions. Research studies examine the ethical inclinations and decision making of secondary and postsecondary students, as well as the effects of ethics instruction. Methods and resources used in ethics instruction include case studies, heroes as a model for ethical behavior, and a combination of critical thinking and ethics instruction. Service learning projects are recommended for developing social responsibility. Web sites offer resources for ethics instruction. The adult and vocational education literature reflect ethical issues for educators. A long list of ethical issues arises in the use of technology and the Internet, including power, access, control, intellectual property rights, privacy, equity, free speech, and access for minors. The ongoing debate over the mission of adult education presents many ethical dilemmas. (Annotations are provided for 21 resources and 3 Web sites.) (YLB)

ED 453 365 CE 081 760

MacAllum, Keith; Bell, Amy K.
The New Leaders Academy Final Evaluation Report.
SPONS. AGENCY- Academy for Educational Development, Washington, DC. National Inst. for Work and Learning.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Hearst Foundation, Inc., New York, NY.; National Youth Employment Coalition, Washington, DC.
PUB DATE- 00
NOTE- 150p.; Also supported by Texaco Inc.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Experiential Learning; Formative Evaluation; Group Dynamics; Group Experience; Individual Development; Interpersonal Competence; Leaders; Leadership; *Leadership Training; Management Development; Outcomes of Education; Postsecondary Education; *Professional Development; *Program Effectiveness; Program Implementation; Program Improvement; Residential Programs; *Staff Development; Summative Evaluation; *Youth Agencies; *Youth Programs

The New Leaders Academy (NLA) is a national leadership training program aimed at ensuring the continuity of effective leadership of, and improved practices within, youth employment and development programs. The first NLA residential training session, held at Gallaudet University (Washington, DC), enrolled and trained 31 participants (called "New Leaders") during 1999. An evaluation of the program, beginning in November 1998, produced a series of nine interim reports

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Community Colleges; Curriculum Development; Delivery Systems; Economically Disadvantaged; *Educational Opportunities; Employed Parents; Employers; Federal Programs; Higher Education; Incentives; Labor Force Development; *Low Income Groups; Outreach Programs; *Partnerships in Education; Program Development; School Business Relationship; *Student Financial Aid; Student Motivation; Technical Institutes; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- Temporary Assistance for Needy Families

This report is a summary of discussions at a roundtable meeting conducted in April 2000 by the National Governors' Association Center for Best Practices and Manpower Demonstration Research Corporation to discuss expanding postsecondary opportunities for low-income, working parents and welfare recipients. Section I offers background. Sections II-IX describe options for eliminating and expanding opportunities for these populations to participate and succeed in postsecondary education by doing the following: (1) using Temporary Assistance for Needy Families (TANF) flexibility and resources to support participation in postsecondary education; (2) developing effective organizational structures and partnerships to improve service delivery; (3) redesigning programs and curricula to meet the needs of working individuals; (4) improving financial aid options; (5) increasing motivation for low-income individuals to attend postsecondary programs; (6) providing support and incentives to help individuals succeed in postsecondary education; (7) involving employers in designing training programs and promoting career advancement; and (8) pursuing strategies to affect institutional or systemic change. Appendixes include descriptions of six additional sources of funding and a list of the roundtable participants. (YLB)

ED 453 382 CE 081 786

Ruhland, Sheila K.; Timms, Della M.
Measuring Tech Prep Excellence: A Practitioner's Guide to Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Accountability; Compliance (Legal); Data Analysis; Data Collection; Federal Programs; High Schools; Models; Outcomes of Education; *Performance Factors; *Program Evaluation; *Program Improvement; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998

This guide is designed to assist state and local consortia with their evaluation of Tech Prep education programs and with their reporting of Tech Prep program and student outcomes data to meet the accountability requirements of the Perkins Act of 1998. Intended for Tech Prep stakeholders in secondary schools and two-year colleges, the guide also promotes current planning and future development of Tech Prep education programs. Section I provides an overview about evaluating Tech Prep education programs; a description of the compliance requirements set by

PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; *Apprenticeships; Delivery Systems; Developed Nations; *Educational Change; *Educational History; *Educational Legislation; Educational Practices; Employer Attitudes; Federal State Relationship; Foreign Countries; On the Job Training; Policy Formation; Postsecondary Education; State Government; Technical Education; *Trade and Industrial Education; *Trainees; Unions
IDENTIFIERS- *Australia; New Apprenticeships (Australia)

Apprenticeship came to Australia from England with the establishment of the colony of New South Wales in 1788. By the end of the 19th century, apprenticeship was well recognized throughout all the states, which retained responsibility for its regulation and administration after federation. A common provision in states' apprenticeship legislation was for the establishment of committees with representatives from trade unions and employer associations that played significant roles in moving apprenticeship training from being "on the job" training to where it included a technical education component. From 1950-72, inquiry after inquiry confirmed the benefits of apprenticeship but criticized its inflexibility; changes did occur, including introduction of day attendance in technical and further education and pre-apprenticeships; most options for effective systemic change were known but the lack of action demonstrated the difficulty of making fundamental reforms, especially without grassroots support from employers and unions. Between 1972-84, a great deal of official attention was directed at working through many of the shortcomings with apprenticeship that had proven to be difficult to address in earlier years. For years after 1985, the commonwealth and states put much energy into developing traineeships; trade apprenticeship was virtually left alone. Training reform from 1990-98 resulted in combination of apprenticeships and traineeships under the umbrella title of "New Apprenticeships." (Contains 44 references.) (YLB)

ED 453 399 CE 081 822

O'Neill, Shirley; Gish, Annabelle
Apprentices' and Trainees' English Language and Literacy Skills in Workplace Learning and Performance: Employer and Employee Opinion. Australian Apprenticeships.
PUB DATE- 01
NOTE- 76p.; For a summary of this paper, see CE 081 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Apprenticeships; Attitude Measures; *Basic Skills; Comparative Analysis; Computer Literacy; Developed Nations; *Employee Attitudes; *Employer Attitudes; Foreign Countries; Functional Literacy; Handwriting; Interpersonal Competence; Job Performance; Job Skills; Language Skills; Lifelong Learning; Literacy Education; Mentors; Postsecondary Education; Surveys; *Trainees; Visual Literacy; *Workplace Literacy; Writing Skills
IDENTIFIERS- *Australia; New Apprenticeships (Australia)

A study investigated ways employers and their apprentices and trainees perceive how these employees' English language and literacy (ELL) skills affect their learning and performance in the workplace in the current context of New Apprenticeships. The research design and methodology involved sending an opinion survey to a stratified random sample of Queensland business employers and their apprentices and trainees and case study

Spirituality of Work Perspectives" (Reid A. Bates, Tim Hatcher, Elwood F. Holton III, Neal Chalofsky) describes an effort to articulate the tensions between the learning, performance, and spirituality of work perspectives on the goals of HRD and presents a new statement of purpose for HRD that reflects the underlying synergy of the three perspectives. "Codes of Ethics and Enforcement of Ethical Conduct: A Review of Other Organizations and Implications for AHRD (American Academy of Human Resource Development)" (Janet Z. Burns, Darlene Russ-Eft, Howell F. Wright) reviews four organizations to determine their historical foundations and monitoring mechanisms for implementation of ethics codes. It also discusses aspirational versus punitive applications in the case of the AHRD. "The Role of Codes of Ethics in the Future of Human Resource Development" (Wendy E.A. Ruona, A. Carol Rusaw) explores how the AHRD Standards on Ethics and Integrity fit with the evolution of the emerging profession of HRD and the philosophical activity within in and suggests specific steps for AHRD to consider to facilitate use of the standards. All three papers include substantial bibliographies. (MN)

ED 453 417 CE 081 840

Organization Values. Symposium 10. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrators; Adult Education; Comparative Analysis; Employee Attitudes; Employer Employee Relationship; Employment Practices; Foreign Countries; *Human Resources; International Programs; *Labor Force Development; Manufacturing Industry; Nonprofit Organizations; *Organizational Climate; Position Papers; Postsecondary Education; Recruitment; *Values; *Work Attitudes; *Work Ethic
IDENTIFIERS- Georgia; Germany; Kazakhstan; Kyrgyzstan; Russia; United States

This document contains three papers on organizational values. "Understanding the Work Beliefs of Nonprofit Executives through Organizational Stories" (Ava S. Wilensky, Carol D. Hansen) reports on a study during which qualitative interviews featuring a story component established that nonprofit executives constitute a diffuse managerial subculture and see themselves operating in a complicated and ambiguous world as they balance business and personnel requirements with the spiritual motivation of their service mission. "Work-Related Values of Managers and Subordinates in Manufacturing Companies in Germany, Georgia, Kazakhstan, the Kyrgyz Republic, Russia, and the United States" (K. Peter Kuchinke) reports on a survey of more than 4,000 respondents from 10 manufacturing companies in 2 Western countries and 4 countries of the former Soviet Union. The study examined the existence of within-country and between-country variation in cultural dimensions, differences between the values of managers and those of their subordinates, and the influence of demographic factors on culture. "Valuing the Employment Brand: Attracting Talent That Fits" (Diane M. Bergeron) argues that employment branding benefits both individuals and organizations, functions as a recruiting tool in a competitive labor market, and communicates the organization's values and work environment to potential

DESCRIPTORS- Critical Thinking; *Educational Practices; Educational Research; Educational Strategies; *Educational Theories; Experiential Learning; Foreign Countries; Goal Orientation; Human Resources; Information Technology; *Labor Force Development; Learning Processes; Learning Theories; Literature Reviews; Postsecondary Education; Problem Based Learning; Problem Solving; *Professional Continuing Education; *Professional Development; Reflective Teaching; Research Design; *Theory Practice Relationship; Training Methods
IDENTIFIERS- *Situated Learning; United Kingdom; United States

This document contains three papers on professional development. "An Inquiry into the Continuing Professional Education of Information Technology Workers" (David D. Branigan) reports on a study in which the model of the critically reflective teacher was used to examine the practice of continuing education for the information technology profession. A set of assumptions about developers, instructors, and learners was formulated and analyzed for their alignment with similar concepts rooted in the literature and through interviews with developers, instructors, and learners. Finally, educational criticism and connoisseurship was used to provide a description of current practice. "The Relationship between Professional Learning and Continuing Professional Development in the UK: The Implications for a Research Design" (Jean Woodall, Stephen Gourlay) provides a critical review of theories of professionals' learning processes and the ways in which they manage their learning when in professional practice. "A Comparative Analysis of Problem-Based Approaches to Professional Development" (Margaret C. Lohman) presents the results of a literature review of the following problem-based approaches to professional development: case study; goal-based scenario; problem-based learning; and action learning. Key differences in the nature of the case problems and training strategies used in the approaches were identified and shown to result in different training outcomes. All three papers include substantial bibliographies. (MN)

ED 453 436   CE 081 860

Informal Learning. Symposium 27. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Behavior; Adult Learning; Case Studies; Decision Making; *Education Work Relationship; Educational Research; Employed Women; Employer Employee Relationship; *Entrepreneurship; *Experiential Learning; Foreign Countries; Human Resources; *Informal Education; *Labor Force Development; *Learning Processes; Learning Theories; Literature Reviews; On the Job Training; Organizational Change; Postsecondary Education; Program Development; Research Needs; Social Networks; Theory Practice Relationship; Trend Analysis; Work Environment
IDENTIFIERS- Europe; *Learning Organizations; Netherlands; United States

This document contains three papers on informal learning and human resource development. "Workplace Learning Reviewed: Confronting the Rhetoric with Empirical Research" (Rob F. Poell, Ferd J. Van der Krogt) discusses the considerable discrepancy between theory on workplace learning and actual growth and human relations. (YLB)

ED 453 454 CE 081 879

Motivation for Improving Performance. Symposium 43. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Educational Attitudes; *Employee Attitudes; Employer Employee Relationship; Extraversion Introversion; Human Resources; Independent Study; Labor Force Development; *Motivation; *On the Job Training; Postsecondary Education; Service Workers; *Transfer of Training; *Work Attitudes
IDENTIFIERS- Five Factor Model of Personality; Positive Affect; Self Directed Learning Readiness Scale; *Work Commitment

The first of three papers from this symposium, "The Effects of Personality, Affectivity, and Work Commitment on Motivation to Improve Work through Learning" (Sharon S. Naquin, Elwood F. Holton III), examined the degree to which the Five-Factor Model (FFM) of personality, affectivity, and work commitment dimensions influenced motivation to improve work through learning. Findings indicated that 57 percent of the variance in motivation to improve work through learning was explained by positive affectivity, work commitment, and extroversion. The second paper investigated "The Relationship between Work Environment and Employees' Self-Directed Learning Readiness SDLR in Korean Companies" (Ji-Hye Park). The study found that employees showed significantly different perception of all environment factors, SDLR, and teamwork and that taking risks explained their SDLR. The final study reported in the symposium, "Predicting Motivation to Learn and Motivation to Transfer in a Service Organization" (Constantine Kontoghiorghes), attempted to identify key predictors of motivation to learn and motivation to transfer, as well as examined the relationship between the two variables. Organizational commitment, task cues, and co-worker commitment to quality work were found to be the strongest predictors of motivation to learn. Motivation to learn, motivating job, and being expected to use the newly learned skills and knowledge were found to be the most important predictors of motivation to transfer. (Contains 109 total references.) (KC)

ED 453 455 CE 081 880

Redefining HRD. Symposium 44. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 28p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Discourse Analysis; *Employment Practices; Global Approach; Higher Education; *Human Resources; *Labor Force Development; Policy Formation; *Research Problems;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Bullying; Concept Formation; Elementary School Students; Elementary Schools; *Grade 5; Intermediate Grades; *Interpersonal Competence; *Peer Relationship; Prevention; Program Implementation; *Sex Differences
IDENTIFIERS- Austin Independent School District TX; Respect

This paper reports on a study, which is part of a broader set of studies, designed to evaluate a violence prevention program entitled Expect Respect conducted in Austin, Texas elementary schools. The qualitative study was conducted to determine whether students in schools who received the Expect Respect curriculum conceptualized bullying differently from their cohorts in other schools. The program aims to improve peer relationships and communication skills among students and to help bullies understand the boundaries between appropriate and inappropriate behaviors. Forty fifth-grade students from four schools participated in the study. Two of the schools were part of the Expect Respect program and two were not. The results showed that students characterized a more diverse set of behaviors as bullying than expected. Students who participated in Expect Respect curriculum were more aware of instances of bullying and were more likely to think something could be done about bullying. One recommendation of the study is that children need to explain their definitions of bullying in order for teachers and researchers to understand their existing cognitions about the topic. It was apparent that students perceived a need for forums to allow them to discuss bullying. Appended are the Expect Respect Interviews. (Contains 24 tables and 14 references.) (JDM)

ED 453 476 CG 030 957

Berger, Susan A.
Helping Survivors Find New Identity through an Innovative "Identity Typology."
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Death Education and Counseling (Toronto, Ontario, Canada, March 29-April 1, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bereavement; *Death; *Grief; Identification (Psychology); *Psychological Patterns; *Self Concept; Spirituality; World Views
IDENTIFIERS- Survivors

This study looks at the influence of worldview on long-term survivors of loss and the subsequent identity these survivors assume years after the formal grieving process has occurred. Emphasis is placed on the perspective survivors develop over time. Information from nearly 80 survivors of childhood loss indicated that there are certain patterns in perception of time, values, priorities, and relationship to the world that lead to development of a new identity. The identity types are based on response patterns that emerged from five psychological and spiritual issues. These issues are the view of their own morality; sense of time; orientation towards time; values and priorities regarding people and the world around them; and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Drinking; Federal Programs; *Financial Support; *Government Role; National Surveys; Needs Assessment; Prevention; *Youth Problems

This document describes a project undertaken to identify the nature and extent of Federal efforts related to the prevention of underage drinking to assist Congress in its deliberations on whether additional attention to alcohol use is needed. The report specifically aims to identify the amount of appropriated fiscal year 2000 Federal funds that addressed prevention of underage drinking, and activities that included media components to publicize the problem of underage drinking. Twenty-three federal agencies were identified as having some activities that address underage drinking and they provided information on their activities. An estimated $71 million of fiscal year 2000 appropriated federal funds were specifically addressed to the prevention of underage drinking. In addition, many federal agencies had program activities that addressed prevention of underage drinking but were unable to isolate funding specifically to alcohol. The Office of Elementary and Secondary Education, SAMSHA, and NHTSA identified an estimated $769 out of $2.2 billion of block, formula, and incentive grant funds that may have been used by states to address prevention of drug and alcohol use by youth. Three federal agencies identified seven program activities that included a media component targeting alcohol use by youth. (JDM)

ED 453 497 CG 030 982

Finkelhor, David; Ormrod, Richard
Child Abuse Reported to the Police. Crimes against Children. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Welfare; Children; Crime; *Database Producers; Family Problems; *Intervention; Juvenile Justice; National Programs; *Parent Child Relationship; *Sexual Abuse
IDENTIFIERS- *Victimization

The purpose of the Crimes against Children Series is to improve and expand the national effort to serve child victims by presenting the latest information on child victimization. When a child is assaulted it is not only a child welfare problem, it is a crime, yet there is a lack of data available for researchers to analyze. Use of the National Incident-Based Reporting System (NIBRS), which collects data about crime and its victims, would help fill this gap. This document reports on the NIBRS and its role in depicting police experiences with child abuse. Key findings are included from NIBRS data. It offers a comparison of NIBRS and child welfare system data and discusses the policy implications arising from NIBRS data. Policymakers concerned about child welfare need to know the full extent of harm perpetrated against children. A clearer understanding is needed of which categories of incidents are handled by child welfare and which are handled by law enforcement to better understand and respond to the needs of maltreated children. (Contains 6 figures and 15 references.) (JDM)

Preschool Education; Program Evaluation; Program Implementation; *Reading Improvement; Teaching Models
IDENTIFIERS- *Reading Uses; *Shared Reading; Tutor Role

The Shared Reading Project is built on the premise that hearing people can learn to read storybooks to deaf and hard-of-hearing children by observing how deaf adults do it. The Shared Reading Project is based on 15 booksharing principles derived from research about how deaf adults read books to young deaf children. Deaf tutors serve as models and coaches to help hearing parents learn the skills needed to share books with their young deaf and hard-of-hearing children. The project's ultimate goal is to help deaf and hard-of-hearing children become better readers in school and improve their academic achievement. This evaluation report explains how the Shared Reading Project works, how it was developed, and what the evaluation focused on. The report states that 106 families with 116 deaf and hard-of-hearing children age 11 and younger participated in the Shared Reading Project at five expansion sites where 64 tutors were hired, and that about 30% of the children (average age: 4.6 years) belonged to two or more traditionally underserved groups. According to the report, these evaluation findings indicate that the Shared Reading Project effectively translated lessons learned from research about how deaf adults read to deaf children into strategies that hearing parents and caregivers learned and used with their own deaf and hard-of-hearing children. The report finds that positive changes associated with the Shared Reading Project took place in family booksharing at the five sites. It makes nine recommendations. (Contains 16 figures and 20 references. Appended are extensive data tables, expansion site application criteria, book titles used for the project, and data collection instruments.) (NKA)

ED 453 520 CS 014 390

Diffily, Deborah
Real-World Reading and Writing through Project-Based Learning.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; Instructional Effectiveness; *Learning Strategies; *Reading; Student Projects; *Teacher Role; *Teaching Methods; *Writing (Composition)
IDENTIFIERS- Reading Thinking Relationship; Writing Thinking Relationship

Standards documents produced by professional educational organizations on the best ways to teach reading and writing have been synthesized by Zemelman, Daniels, and Hyde (1998). They recommend that teachers provide: more active learning in the classroom; more diverse roles for teachers; more emphasis on higher order thinking; more deep study of a smaller number of topics; more reading of real texts; more choice for students; more cooperative, collaborative activity; and more heterogeneously grouped classrooms. One teaching approach which meets all the criteria and is particularly effective is project-based learning. Projects take the idea of related information a step further by encouraging a more in-depth study than either units or themes. The teacher organizes all activities for a week around the topic of "apples." In a theme, children might study autumn, with the teacher loosely organizing all kindergarten (5-6 years); competencies and descriptors for first grade (6-7 years); and competencies and descriptors for second grade (7-8 years). It also delineates the following writing purposes: instrumental, informative, personal, heuristic, regulatory, and interactional. (Contains 12 references.) (NKA)

ED 453 539 CS 217 549

Written Language Developmental Continuum: Second-Fifth Grades.
PUB DATE- 01
NOTE- 9p.; For the preschool to second grade version, see CS 217 548.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; Child Behavior; *Child Development; *Childrens Writing; Elementary Education; Student Evaluation; Teacher Role; *Writing Achievement; *Writing Skills; *Written Language
IDENTIFIERS- *Continuum Models; *North Carolina; Purpose (Composition)

The purpose of this "Written Language Developmental Continuum" brochure for second through fifth grades is to provide helpful information for parents, teachers, and other adults as they work with young children to advance and refine written language (writing) competence. The brochure is intended to be a useful tool for assessing children's development along a continuum of written language growth as well as a source of information about the competencies/descriptors that children are expected to learn in second through fifth grades--the descriptors list specific behaviors that are typical of children's development at particular ages or grades. The brochure points out that writing skills develop and become more sophisticated as students use them for meaningful purposes and varied audiences. It lists the following: competencies and descriptors for second grade (7-8 years); competencies for third grade (9-10 years); competencies for fourth grade (9-10 years); and competencies for fifth grade (10-11 years). It also delineates the following writing purposes: instrumental, informative, personal, heuristic, regulatory, interactional, and aesthetic. (Contains 12 references.) (NKA)

ED 453 540 CS 217 550

Doyle, Linda; Lovett, Anna Marie; Pellicci, Debra
Strategies for Improving Writing in Third Grade.
PUB DATE- 01
NOTE- 58p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 3; *Instructional Effectiveness; Primary Education; Student Attitudes; Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Skills; *Writing Strategies
IDENTIFIERS- Illinois (Chicago Suburbs)

This action research is designed to help students improve their writing skills and their confidence in themselves as writers.

social studies and language arts as well as media literacy. The guide then provides a similar treatment for William Shakespeare's "Hamlet." For viewing both films, it offers teaching suggestions in English and language arts, in social studies, and in media literacy, and gives tips to teachers for using the guide. The guide also lists additional resources--books, videos, and websites. (NKA)

ED 453 560 CS 510 573

Tapper, Joanna; Gruba, Paul
Key Factors in a Successful Collaboration in a Voluntary Communication across the Curriculum Program.
PUB DATE- 01
NOTE- 11p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Educational Cooperation; Foreign Countries; Higher Education; Outcomes of Education; Program Descriptions; *Writing Across the Curriculum
IDENTIFIERS- *Australia; *Communication Across the Curriculum; Learning Environments; University of Melbourne (Australia)

Australia has no culture of freshman composition, general education programs, Writing Across the Curriculum (WAC), or Communication Across the Curriculum (CAC). This paper first gives an overview of the context for WAC and CAC programs in Australia. It then discusses government regulations and funding for tertiary education in Australia, explaining that over the past 10 years university budgets have been severely cut, with the result that WAC and CAC programs are seen as "luxuries." Major portion of the paper outlines the CAC program at the University of Melbourne. It states that Communication across the Curriculum began in 1997 with a 3-year internal grant covering 2 lecturers (i.e., assistant professors) in the CAC program and that the project is a casual one, with no senior executive interest, support, or oversight. The paper also discusses the successful, voluntary collaboration between the Institute of Land and Food Resources (ILFR), which used to be the Faculty of Agriculture, and the CAC program--the faculty have always offered a first-year course in communication skills. It outlines five features of the CAC/ILFR collaboration. The paper concludes with reflections on 5 years of the CAC program, including staff development and outcomes for the institution and for the students. (NKA)

ED 453 561 CS 510 574

Jaasma, Marjorie A.; Koper, Randall J.
Talk to Me: An Examination of the Content of Out-of-Class Interaction between Students and Faculty.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Students; Communication

reality as a result of parent initiative. Parents provided input through attending meetings and a fashion show, serving on the uniform task force, completing surveys, voting, and revisiting the policy. Parents not only initiated the development of the policy, but were active participants throughout all stages of implementation. Students were involved in the planning process as well. Students participated in the fashion show, worked on the uniform task force, participated in interviews and focus groups, and constructed and revised the survey. This evaluation uses both qualitative and quantitative methods of research to provide an accurate assessment of the impact of uniforms. Outcome data include discipline referrals and number of students achieving honor-roll status. These sources of information provide a quantifiable overview of changes in discipline and student achievement. Perceptions regarding uniforms are measured through interviews, focus groups, and surveys. This triangulation of data allows a complete picture of community perceptions to emerge. Perceptions of the school environment directly influence behavior and are essential in providing an accurate and complete evaluation of the uniform policy. Interviews were conducted with 30 parents, 12 teachers, and 27 students from both middle schools. Results are provided as well as observations from focus groups, and data are provided from surveys. Appendixes provided interview data and uniform implementation timeline/history. (DFR)

ED 453 581   EA 031 020

Snow-Renner, Ravay
Assessing District Support for Leadership Development: Asking the Right Questions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Administrator Qualifications; *Administrator Role; Educational Improvement; Elementary Secondary Education; Governance; *Leadership Qualities; *Leadership Training; Principals; Public Schools; School Administration

This document provides guiding questions and a process for school district personnel to assess the district's organizational capacity for supporting strong educational leaders in a standards-based system. These questions reflect the most recent research literature about leadership and its optimal organizational supports in high-performing school and district systems, as well as findings from ongoing McREL research, including a recent study of actual leadership supports in three regional school districts. Leadership is defined in terms of its support role for building communities of learners in schools and districts--communities that are organized around improving the learning of all students to high standards. In this document, these leaders are called "leaders in support of standards-based teaching and learning." The district self-assessment measure addresses the district's professional development policies and practices related to building the strengths needed by this type of leader. Additionally, this document builds on the organizational scheme set forth in "Asking the Right Questions: A Leader's Guide to Systems Thinking about School-Improvement," issued by McREL. The identify patterns, code data, and categorize findings. The ethic of care was found in all three principals and was revealed in such areas as teaching, learning, dedication to students, efforts to create child-centered schools, empowering others, listening, and resolving difficult conflicts fairly. The research indicates that female leaders tend to utilize ethical perspectives of care and responsibility, in varying degrees, when dealing with children and adults at schools. (Contains 43 references.) (TEJ)

ED 453 600 EA 031 061

Lubienski, Chris
The Relationship of Competition and Choice to Innovation in Education Markets: A Review of Research on Four Cases.
PUB DATE- 01
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competitive Selection; *Educational Economics; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Privatization; School Choice

Concerned about the deadening effects of standardization imposed by monopolistic education bureaucracies, policymakers in many different countries endorse economic-style mechanisms of consumer choice and competition between autonomous providers as the key elements of "market-driven" education. The reasoning behind this approach is that market forces of choice and competition induce pedagogical and curricular innovations leading to a diverse set of options from which parents may choose. This paper focuses on innovation in school-choice programs, appraising the relationship between market mechanisms and innovation. Research on market-oriented school reforms in four systems is reviewed to examine the record of competition and choice in fostering educational innovation. Findings indicate that hypothetical predictions about competition and choice are largely unfulfilled in practice. In fact, interventions by public bureaucracies have often succeeded in encouraging classroom innovations, whereas market mechanisms appear to contribute to standardization. The logic of markets is also examined as applied to education. Competitive environments may catalyze innovative practices, but competition and choice can also lead toward emulation and standardization. Thus, a more complex view of markets indicates that there is no simple, direct, or immediate causal relationship between the choice/competition dynamic and education innovation. (Contains 30 references.) (RT)

ED 453 601 EA 031 062

Hunn-Sannito, Robin; Hunn-Tosi, Rinda; Tessling, Margaret
Classroom Size: Does It Make a Difference?
PUB DATE- 01
NOTE- 69p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)

chapter on determining needs examines the variety of disability-related services, including supplementary aids and services, family counseling, Braille instruction, and other services. Chapters 5 and 6 focus on determining present levels of educational performance and methods of attaining and measuring annual goals and short-term benchmarks. Every child who receives IEP services must have a defined program of special education and these are explained in chapter 7. It addresses service documentation, private school services, extended school year services, least restrictive environment requirements, and regular curriculum participation. The text concludes with a discussion of IEP evaluation and resources. (Contains 57 references.) (CR)

ED 453 620   EC 308 428

McConnell, Mary E.; Cox, Carol J.; Thomas, Dawn D.; Hilvitz, Perry B.
Functional Behavioral Assessment: A Systematic Process for Assessment and Intervention in General and Special Education Classrooms.
PUB DATE- 01
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Disorders; *Behavior Modification; *Behavior Problems; *Data Collection; *Disabilities; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Individualized Education Programs; Problem Solving; *Student Evaluation; Teamwork
IDENTIFIERS- *Functional Behavioral Assessment

This publication is designed to help educators understand the purpose and meaning of the functional behavioral assessment process and how to identify and assess the behavior of students with disabilities. It shows how to develop and write effective behavior intervention plans using data collected during the functional assessment and presents many useful forms that can be used to complete the process. Chapter 1 discusses federal requirements for functional assessments and the need for educators to understand functional assessment. Chapter 2 explains a team approach to functional assessment, when to conduct a functional assessment, and who should conduct the assessment. The following chapter describes a 10-step procedure for conducting functional assessments in schools: identify the student's behavior, describe the problem behavior, collect behavioral baseline data and academic information, describe the environment and setting demands, complete the Functional Assessment Interview Form, develop a hypothesis, write a behavioral intervention plan, implement the behavioral intervention plan, collect behavioral data, and conduct a follow-up team meeting. The final chapter discusses writing a behavior intervention plan, selecting appropriate interventions, and implementing the plan. Appendices include a target behavioral assessment form, data collection forms, a student interview form, and other assessment forms. (Contains 30 references.) (CR)

ED 453 621   EC 308 429

Report.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Program Descriptions; Public Schools; *School Construction; *State Aid; State School District Relationship
IDENTIFIERS- *California

This report provides an overview of California's current process of supporting K-12 school capital outlay, identifies its shortcomings, and offers a conceptually different approach, or blueprint, for providing state school construction support. The report also outlines a model program, consistent with this blueprint, which the state legislature could phase in as resources permit. How California pays for school construction is explained along with an analysis of how well the existing finance system works, the development process of the new blueprint for school facility finance and its application, oversight management, and short-term transition funding for districts with large unmet facilities needs. Final comments address the program's demand for state resources and the legislative responsibilities involving resource allocation. (GR)

ED 453 645 EF 005 942

Jack, Kathy; Ihara, Dan, Ed.
Campus Demonstration Sites for Sustainable Systems and Design: Five "Creation" Stories.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Educational Environment; Higher Education; Program Descriptions; Student School Relationship; *Sustainable Development

This paper provides a summary of the development and management of five campus demonstration sites designed to create harmony with natural systems and meet current student needs without compromising the needs of future generations. Information for each campus includes an overview of the site, project origins, the proposal and design process, the politics involved, construction, site management and student involvement, and the design's impact and future goals. A table lists the key elements from each site including site size, capacity, heating and power, water source, wastewater disposal, food production, building materials, and student involvement in design. (Contains 31 references.) (GR)

ED 453 646 EF 005 943

Saving Water. Managing School Facilities, Guide 1.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

eventual academic outcome. Results suggest that: (1) the predictive capacity of the revised test is similar to that of the other tests of English for academic purposes; and (2) performance in the listening section remains the strongest single linguistic predictor of candidates' success in Master's degrees (even though it might have been expected that writing skills would have been a better predictor considering that most measures of student achievement in higher education is in written form). The overall correlation is slightly lower than for the first version of TEAM. It is concluded that the test as presently constructed is adequate for the purposes for which it is intended. (Contains 13 references.) (Author/KFT)

ED 453 669 FL 026 729

Waggot, Valerie
Features, Cobwebs, or Clines: Towards a Possible Model of Lexical Retrieval in Bilingual Readers.
PUB DATE- 00
NOTE- 10p.; For Edinburgh Working Papers in Applied Linguistics, 2000, see FL 026 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; *Bilingualism; Chinese; English (Second Language); Foreign Countries; High School Students; High Schools; *Reading Comprehension; Second Language Instruction; Second Language Learning; Student Evaluation; Test Validity; *Translation
IDENTIFIERS- Hong Kong

This article investigates how 120 teenage bilingual Chinese/English readers comprehended a verb and a noun in a Chinese text. The data are parallel translations made by examination candidates, all in the British educational system. A brief justification of the use of the data is given. This is followed by an overview of approaches to the theory of meaning and the mental lexicon. The data consist of a range of *interpretations of moni (to imitate) and zawen (literary* essay). Evidence from the data and support from the literature lead to the conclusion that the comprehension of the meaning of lexical items is influenced to a great extent not only by the recovery of meaning from the text but also by personal experience. Able readers are more likely to provide a majority or near dictionary equivalent, which may be regarded as central on a continuum, while less able readers veer towards either end of the continuum. This paper is based on data from an investigation of the cognitive process of reading Chinese text. Data consist of parallel intuitive translations. It is concluded that given the overwhelmingly wide range of interpretations for these two lexical items in a group of bilingual readers, it seems likely that any theory of objective, neutral, or core meaning does not apply universally to every language user. Even a fairly explicit text may yield different interpretations and meaning for the young or inexperienced reader, who will access the lexical meaning according to his or her own experience. (Contains 10 references.) (Author/KFT)

ED 453 670 FL 026 730

Brauer, Gerd, Ed.
Pedagogy of Language Learning in Higher Education: An Introduction. Advances in Foreign Language Pedagogy, Volume 2.

DESCRIPTORS- *Biology; *English for Science and Technology; *English (Second Language); Foreign Countries; Grade 11; High School Students; High Schools; Second Language Instruction; Second Language Learning; Teacher Role; Teaching Methods
IDENTIFIERS- British Columbia (Vancouver); Content Area Teaching

For English-as-a-Second-Language (ESL) students learning academic content is complex. The purpose of this study is to explore and gain an understanding of ESL students' participation and learning in grade 11 biology classes in a secondary school in Vancouver, British Columbia. The paper reports on one aspect of the study--the mediational role of language in learning biology terms and concepts. The main question guiding this aspect of the study was: what are the relationships between language and the ESL students' learning of biology terms and concepts? This question was explored by focusing on the following: teaching, how the teacher explains terms and concepts; and learning, how students' interpret terms and concepts in the teacher's oral explanations and written questions. The significance of this study lies in the provision of insights into particular language and content-related issues associated with both the learning and teaching of science in a mainstream secondary science classroom. Results suggest the following: (1) talking about language is integral to biology teaching and learning; (2) teaching involves more than showing and describing concepts in isolation; (3) English words in science worksheets often elicit functional explanations that support the construction of discourses of reasoning; and (4) new labels in second language may refer to a different set of features associated with the concept. (Contains 34 references, 4 figures, and 1 table.) (KFT)

ED 453 691 FL 026 756

Craig, Dorothy Valcarcel
Alternative, Dynamic Assessment for Second Language Learners.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alternative Assessment; *English (Second Language); *Evaluation Methods; Literacy; Second Language Instruction; Second Language Learning; *Student Evaluation; *Test Validity

Assessment is an important factor in any educational setting. This paper explores current assessment practices in the English-as-a-Second-Language (ESL) setting. Because assessment is an essential component of the decisionmaking process in ESL, a case for a more dynamic process is presented. Assessment in the case of the ESL learner becomes a case of following the literacy growth of each student so that appropriate planning may take place. Assessment is a continuous process from entry to exit of the ESL program that monitors literacy development in addition to second language learning. In order to create a sociocultural, data-driven ESL classroom environment, assessment must honor the wholeness of language and focus first and foremost on the individual learner, using all the teacher's powers of observation and analysis. This is the only way to provide a comprehensive picture of unique individuals with unique needs. (Contains 26 references.) (KFT)

ED 453 692 FL 801 444

Work without Justice: Low Wage Immigrant Laborers.
PUB DATE- 00
NOTE- 45p.; For reports 1, 2, and 4, see FL 801 445-47.

national priorities, as well as giving students the opportunity to study at the institution of their choice. The HEFCE invited bids that would support a number of key objectives, including widening access, rewarding high quality learning and teaching, improving employability, and providing vocational programs below degree level. The HEFCE received 314 bids, 172 from higher education institutions and 142 from further education sector colleges. These bids sought a total of 72,408 additional places; 20,743 new places were allocated. Of these, 8,771 were at the degree level, and 11,972 were below the degree level. When the places from the previous year are rolled forward, allocations for 2000-2001 will increase higher education provision by 17,746 full-time and 34,497 part-time places. Annexes contain tables of allocations of additional student places and funds, a list of the criteria and priorities for bids, and a list of those involved in the allocation process. (Contains 1 figure and 18 tables.) (SLD)

ED 453 715 HE 034 037

Enrollments in the Academic Majors: Trends between Fall 1996 and Fall 2000. Volume One.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Selection (Students); Educational Planning; *Enrollment; Enrollment Trends; Higher Education; Intellectual Disciplines; *Majors (Students); *Minority Groups
IDENTIFIERS- *Nova Southeastern University FL

This study examined enrollment trends at the level of individual majors for Nova Southeastern University, Florida. The results should provide support for the evaluation of the major, enrollment planning at the program and center levels, and more detailed context for program review and university strategic planning. The study includes an analysis of fall 2000 enrollments by major and data on enrollment trends between fall 1996 and fall 2000. The data also provide for analysis of enrollment trends in each major by racial/ethnic category or gender to provide a context for program evaluation. Majors were ranked university-wide and within academic centers by size and ethnic/racial enrollment. The master's degree in education and the doctorate in educational leadership were found to comprise 17% of the total university enrollment in degree programs. Analysis of minority enrollments by major indicated that specific majors are particularly attractive to specific groups. For example, Hispanic students dominate enrollments in the Master's in International Business program, while Black students gravitate to majors in education and public administration. Analysis of this type of data may provide valuable information for enrollment management, marketing, and strategic planning. Six appendixes contain specific details about rankings of majors. (SLD)

ED 453 716 HE 034 038

Huisman, Jeroen, Ed.; Maassen, Peter, Ed.; Neave, Guy, Ed.
Higher Education and the Nation State: The International Dimension of Higher Education. Issues in Higher Education Series.
PUB DATE- 01
NOTE- 237p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Mediated Communication; *Distance Education; *Graduate Students; Graduate Study; Higher Education; *Hispanic American Students; Student Attitudes
IDENTIFIERS- *Latinos; *Virtual Universities; Walden University FL

The impact of "virtual" universities on higher education and on Latino students was studied through interviews with Latino students and faculty at Walden University, an accredited distributed learning graduate school. Attracting career-bound practitioner scholars, Walden achieves high minority enrollments (around 37%) and significant diversity in doctoral production, unaided by either minority recruitment or retention programs. Previous studies of Latinos in graduate education had indicated that they were not entering academia in significant numbers. Despite the current state of Low Context (limited personal contact) learning technology, Walden generates a High Context (student-oriented, multimedia) learning centered culture that fosters a very active Internet community that is reshaping traditional methods of graduate education. Findings from an informal group of seven Latino students comparing Walden with traditional resident institutions suggest that differences in organizational cultures and context hold important clues for explaining patterns of attraction and rejection among ethnic groups in academia. These cultural patterns offer new strategies for reframing the current model for enhancing diversity and attracting Latinos to higher education. (Contains 1 table and 35 references.) (SLD)

ED 453 737 HE 034 062

Ohia, Uche; Walker, Eleanor; Cook, Hardy; Hughes, Patricia
Four Perspectives on the Quality of Graduates' Preparation at Bowie State University--An HBCU Institution.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Charlotte, NC, June 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Colleges; Black Students; College Students; Employers; English; Higher Education; Nursing Education; *Outcomes of Education; Program Evaluation; *Student Attitudes; Student Surveys
IDENTIFIERS- *Bowie State University MD

This paper presents reports on four evaluations conducted at Bowie State University, Maryland, a historically Black university. These assessment activities provide pointers to the quality of student preparation at Bowie State University. The first evaluation strand is "Assessment of Critical Thinking Skills of Nursing Students Using a Standardized Instrument," by Eleanor A. Walker. Scores on a standardized instrument measuring critical thinking were analyzed for registered nurses returning to college to earn a Bachelor of Science degree. The evaluation discusses findings for two graduating classes (n=23 and n=27). In the second study, "Evaluation of Student Performance in a Capstone Course by a Team of English Faculty" by Hardy Cook, a faculty team used a 10-point evaluation form to evaluate student performance in a capstone course for English majors. "Feedback from Graduating Seniors Exit Survey" by Uche Ohia shares findings from two administrations of this

Micceri, Ted
Facts and Fantasies Regarding Admission Standards.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Rank; Cohort Analysis; *College Admission; Cutting Scores; *Grade Point Average; *High School Graduates; Higher Education; Prediction; *Predictor Variables
IDENTIFIERS- University of South Florida

This study sought to determine which, if any, of the possible predictor variables based on relationships with college performance available at freshman entry would prove useful in selecting students for admission. A study of the relationships between four college performance variables and eight admission variables was conducted using seven freshman cohorts (summer and fall) at the University of South Florida (USF). Meaningful relationships with all four outcomes occurred for both high school grade point average (GPA) and class rank. Although simple relationships with outcome variables occurred for other variables such as sex, race/ethnicity, and test scores, most of their predictive capacity was already included in the GPA-based measures, and they added little to predictions. Even the very strongest relationships between predictors and outcomes failed to identify meaningful performance differences between any two adjacent scale points. Using a standardized 15-point scale (each point included roughly 7% of all students) across GPA. Class rank, ACT Assessment, and Scholastic Assessment Test scores, attrition differences between adjacent scale points at the maximum were about 2.4% and those for meaningful outcomes (graduation and retention to the second year) were generally between 0.5% and 2.0%. Even without considering the issue of measurement error, these small differences in outcomes from scale point to scale point show the fantasy of selecting specific admission cutoffs. When one sets a cutoff, no difference in outcomes will occur for the students immediately above and below the cutoff in at least 97.6% of cases, and almost always in 89 to 99% of cases. T. Mortenson (1999) indicates that affluence related far more with graduation and retention and could reduce the incorrect decision rate from 98% to perhaps 70% of rejected applicants. (Author/SLD)

ED 453 758 HE 034 084

Micceri, Ted
Higher Education Cost Drivers, Including Two Hidden Ones with Cost Containment Possibilities.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Budgeting; College Faculty; *Costs; Enrollment; *Higher Education; Marketing; *Retrenchment;

make equivalent non-FWS jobs reasonably available to all students who want work. The Higher Education Amendments of 1992 authorized the Work-College Program to foster the use of comprehensive work-learning programs. Participants may use Perkins or FWS funds to fund the Work-Colleges Program. The chapters of this volume are: (1) "School Requirements"; (2) "Selecting Recipients & Assigning Jobs"; (3) "Calculating FWS Awards"; (4) "Paying Students"; (5) "Types of Employment"; and (6) "Job Location & Development." Two appendixes contain a model "off-campus" agreement and a need assessment for FWS Community Service programs. (SLD)

ED 453 779 HE 034 110

Student Financial Aid Handbook, 2000-2001. Volume 7: Federal Supplemental Educational Opportunity Grants.
PUB DATE- 01
NOTE- 18p.; For volumes 4, 5,and 6, see HE 034 107-109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Supplemental Loans for Students Program

The purpose of the Federal Supplemental Educational Opportunity Grant (FSEOG) program is to encourage schools to provide grants to exceptionally needy undergraduate students to help pay for postsecondary education. Giving priority to applicants with exceptional financial need, schools selecting FSEOG recipients must use the selection criteria discussed in this volume. Some recent changes to FSEOG regulations are highlighted. These focus on allocating funds to part-time or independent students, the carryover of funds (forward or backward), and a new allocation formula for the 2000-2001 school year. Chapter 1, "School Requirements," discusses the obligations of schools handling FSEOG funds. "Selecting Recipients," chapter 2, presents eligibility requirements and categories of students. Chapter 3, "Payments to Students," discusses requirements for disbursements. (SLD)

ED 453 780 IR 020 559

Andriot, Laurie, Comp.
Uncle Sam's K-12 Web: Government Internet Resources for Educators, Students, and Parents.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Federal Government; *Government Publications; *Information Sources; Public Agencies; *World Wide Web
IDENTIFIERS- *Electronic Resources; *Web Sites

This book lists federal government World Wide Web sites for K-12 students, parents, and educators. The first section of the book contains descriptions, including appropriate grade level, of Web sites for students, organized in chapters that cover: the

(150)
DESCRIPTORS- *Academic Libraries; Affiliated Schools; Cooperative Programs; Foreign Countries; Higher Education; Information Networks; *Library Cooperation; *Library Networks
IDENTIFIERS- Finland

The Nordic University in Agriculture, Forestry and Veterinary Medicine--the NOVA University-was established in 1995 to increase the cooperation between the Nordic agricultural universities. The NOVA libraries of the seven institutions and facilities involved wanted to show that they are a very useful partner in launching new ideas. They have the ability to put new emerging IT technology to use. The NOVA libraries have several IT projects like NOVAGate, NOVA Web Course, and NOVABA. The NOVA libraries have found the right components for success: IT specialists, librarians and researchers working together multi-professionally, and the concept of sharing the workload. (Author)

ED 453 800   IR 020 646

Brack, Verity; Stubley, Peter
Electronic Libraries and Collaboration in the UK: The eLib Clump Projects.
PUB DATE- 99
NOTE- 7p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cooperative Programs; *Electronic Libraries; Foreign Countries; Higher Education; *Information Networks; Information Services; Information Sources; Information Systems; Information Technology; *Library Catalogs; *Library Cooperation; *Library Services; Online Catalogs
IDENTIFIERS- United Kingdom

The eLib (Electronic Libraries) Program in United Kingdom higher education began in the spring of 1995, as a result of the Follett Report (Joint Funding Councils' Libraries Review Group, 1993) that emphasized the need for higher education libraries to be involved in the development of information and communication technologies. A "clump" is a term that was coined at the third MODELS (Moving to Distributed Environments for Library Services) Workshop to describe an aggregation of library catalogs. The clump may be physical, in traditional terminology a union catalog, or it may be virtual, being created at the time of searching. The eLib clump projects are utilizing the Z39.50 bibliographic retrieval protocol to build gateways to library OPACs in the UK, creating virtual catalogs of university, national, and public libraries. The technology underlies increased collaborative activities between institutions in the clump consortia, and will open up the resources of the libraries to far greater numbers than at present. The different approaches to the issues of collaboration and cooperation taken by each clump are outlined. (Contains 15 references.) (Author/AEF)

ED 453 801   IR 020 647

Helminen, Paivi; Aarila, Tiina

PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; *Cognitive Processes; Higher Education; *Information Seeking; *Internet; *Learning Strategies; Models; *Navigation (Information Systems); Student Surveys; Tables (Data); Users (Information)
IDENTIFIERS- *Self Regulation

This study examined the nature and extent of the applicability of Corno and Mandinach's (1983) self-regulation model in the new context of activities of searching the Internet. Data were collected from observations of 80 undergraduate subjects while they searched the Internet for information, as well as from survey information regarding their perceptions of their use of self-regulation strategies and processes. Cluster analysis methodology was used to isolate four independent groups of subjects, with labeling consistent with the four forms of cognitive engagement of the model (i.e., self-regulated learning, task focus, resource management, and recipient). The results provide evidence of the application of the cognitive and metacognitive strategies and processes of the Corno and Mandinach model by students while navigating the unstructured Internet. In addition, three patterns of student Internet searching emerged from the data. (Contains 12 references and 4 tables.) (MES)

ED 453 818 IR 020 702

Lewis, Brian; Smith, Richard; Jenson, Jennifer
Is Policy Important? Technology Policy and Its Practices in K-12 Education in Canada.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Uses in Education; Educational Change; *Educational Policy; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Policy Formation
IDENTIFIERS- Canada; Technology Implementation; *Technology Policy

This paper examines the implementation of computer technologies in schools across Canada, focusing on the problem of managing change. The first section discusses what policy is and how policy is made in a global age. The second section addresses policy convergence, i.e., new, harmonized policy alignments brought on by the communications revolution, and the global economic changes in which it is occurring. The third section describes some of the key initiatives in Canada, including federally funded programs, as well as programs in Nova Scotia, New Brunswick, Ontario, Manitoba, and British Columbia. The conclusion proposes the following four recommendations for progressive policy development: the articulation of a plan or coordinating vision; the development of transparent policy processes; a value-added approach to technological

*Library Administration; Library Automation; Library Development; Library Planning; *Library Services; Reference Services

Long regarded as the premier monographic series in its area of coverage, "Advances in Library Administration and Organization" offers research perspectives that are both timely and lively. This 18th volume continues the series' long practice of bringing to its professional and academic readership an eclectic mix of scholarship and longish essays. Papers include: "Virtual Libraries--Real Stress: Change at the Reference Desk" (Connie Van Fleet and Danny P. Walker); "Developing a Strategic Plan for Integrated Information Resources and Services" (Stephan R. Reynolds); "A Recommended Methodology for Determining the Disparity between Women's Salary Levels and Those of Men in the Librarian Professorate in an Academic Library Setting" (Elizabeth A. Titus); "The Effects of Automation on Hiring Practices and Staff Allocation in Academic Libraries in Tennessee" (Murle E. Kenerson); "Quality Assurance in Library Support of Distance Learning: International Perspectives for Library Administrators" (Alexander L. Slade); and "Total Quality Management: Implementation in Three Community College Libraries and/or Learning Resources Centers" (Theresa S. Byrd). Additionally, the volume includes four papers presented at a symposium at the University of Michigan in honor of the career of Richard Dougherty, one of America's most well regarded library administrators. Following an introduction by William A. Gosling to the four essays, the papers are: "Changes in Scholarship and the Academy and, Perforce, Academic Libraries" (Paul N. Courant); "North American Librarianship: A Competitive Advantage" (Robert Wedgeworth); "Some Reflections on Universities, Libraries and Leadership" (Billy E. Frye); and "The Research Library Director: From Keeper to Agent-Provocateur." (Paul H. Mosher). Includes an index. (AEF)

ED 453 839 JC 000 202

Pennsylvania College of Technology Personal Assessment of the College Environment (PACE) Survey Report, 1999.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employee Attitudes; *Employees; Employer Employee Relationship; Job Satisfaction; Surveys; Technical Institutes; Two Year Colleges; Work Attitudes; *Work Environment
IDENTIFIERS- Pennsylvania College of Technology

This report provides the results of the Personal Assessment of the College Environment (PACE) survey at the Pennsylvania College of Technology (Penn College). The instrument was designed by the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University. The primary purpose of the survey is to assess the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff and administrators. PACE classifies institutions as being along a continuum of the following climate types: (1) coercive; (2) competitive; (3) consultative; and (4) collaborative. The first two types are considered to be less favorable. This continuum is measured across six domains: (1) formal influence; (2) communication; (3) collaboration; (4) organizational structure;

IDENTIFIERS- *Miami Dade Community College FL

This report addresses the success of students as they progress through reading, English, and mathematics course sequences at Miami-Dade Community College (M-DCC) (Florida). Results suggest that passing prerequisite courses does not ensure that students are adequately prepared for the next course in the sequence, especially in the lower-level college preparatory courses, or when earning 'C' grades in college-level courses. Pass rates in reading courses ranging from 58% to 64%, for students who successfully completed the prerequisite course the previous term, suggest that students were reasonably well prepared. However, mathematics course pass rates indicate that students were not prepared by simply passing the prerequisite course. For college-level English and mathematics courses, students who earned higher grades in the prerequisite courses were better prepared for the next course than students who passed with 'C' grades. Results also varied by course within subject areas, with some courses in a sequence appearing to be more difficult for students than others, even after successfully completing the prescribed prerequisite course. In most cases, students placed directly into courses by test scores were more successful than students who progressed through college preparatory or prerequisite courses. (JA)

ED 453 860 JC 010 414

Donaldson, Susan K.
Enhancing Student Learning: RN CAT Advisement Program.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Licensing Examinations (Professions); *Nursing Education; *Test Coaching; Tests; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Manatee Community College FL

This document describes a community college advisement program that was implemented to improve the student pass rate for the national nursing licensure examination. The nursing faculty at Manatee Community College (Florida) recently instituted an advisement system during the final semester of the two-year nursing program. First, students were required to take one of the practice examinations that are available in the Media Laboratory. Once a hard copy is obtained from each student by the deadline established, the students are randomly assigned to one of the full-time faculty members as their advisor. Depending upon the test scores, the advisor may require remedial coursework in areas of weakness. The nursing faculty prepared a database of audiovisual resources available to each student for further exploration of all areas of the licensure examination test plan. During the second half of the final semester, the Mosby Assess Test is taken by each student. Once the test results are received, each student is again required to meet with their advisor to review the newest results. All students are encouraged to take a review class and to return to the college to continue test prep, even in the summer. The computers and videos are always available to them. Appended are guidelines and resources. (JA)

ED 453 861 JC 010 415

Fundable Outcomes for Workforce Development. Information Capsule.

(appended to this document) that provided insight into program implementation and offered recommendations for refinement. Data for the evaluation was collected using first-hand observation of the training sessions, evaluations and surveys administered to participants, in-depth interviews with participants and administrators, and a sub-sample documenting the personal experiences of four participants. The study found that the NLA is an extremely effective professional development opportunity, producing substantial improvements in participants' intrapersonal, interpersonal, and leadership skills. The residential training sessions were particularly effective. However, participants reported having mixed experiences with the topical study group and career advisor components of the NLA. The study concludes that participation in the NLA led to program expansion and development and revitalized the programs in which the participants served. (KC)

ED 453 366 CE 081 762

O'Shea, Daniel P.; King, Christopher T.
Capital Area Education and Careers Partnership School-to-Career Grant: An Assessment of Early Accomplishments, Constraints and Prospects.
PUB DATE- 00
NOTE- 30p.; Funded by an interagency agreement from the Capital Area Education and Careers Partnership to the Ray Marshall Center at the University of Texas.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Career Awareness; *Cooperative Programs; *Education Work Relationship; Educational Improvement; Educational Planning; Institutional Cooperation; *Partnerships in Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; *School Business Relationship; Secondary Education; Technology Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994; *Texas (Travis County)

The activities and services delivered under the School-to-Work Opportunities Act of 1994 by the Capital Area Education and Careers Partnership in Austin, Texas, during 1998 and 1999 were evaluated by an independent evaluator, using interviews with 24 persons involved in the project, site visits, and document analysis. The evaluation found that during its first 2 years of operation, the Partnership: (1) consistently progressed toward the attainment of annual objectives in each of its four major program areas (Career Awareness, School-Based Activities, Work-Based Activities, and Connecting Activities); (2) delivered goods and services directly to schools, expanding their interest in School-to-Career (STC); and (3) directly accomplished or contributed to the advancement of School-to-Career objectives in Travis County (Texas) by promoting regional, systemic, collaborative, and continuous improvement approaches throughout the STC initiative. The evaluation also reported the Partnership continues to face constraints beyond its control in implementing its STC initiative. It was recommended that in the third program year, the Partnership should: develop strategic approaches for building and maintaining the commitment of collaborators; broaden the concept of STC and advance systemic practices throughout the regional project; advance the sustainability of STC activities federal legislation; definitions of a Tech Prep student, concentrator, and completer; model for Tech Prep evaluation; and a discussion of the use of internal and external evaluators. Section II reports on the seven essential program elements of Tech Prep and provides state and local Tech Prep evaluation examples. Section III describes Tech Prep performance measures for reporting the Perkins four core indicators, and it provides performance measure examples. Section IV provides information to assist with collecting, analyzing, and presenting Tech Prep program and student outcomes data. Section V links the Tech Prep evaluation process to program improvement. Appendixes, amounting to over two-thirds of the guide, include glossary; 40 references; and reproductions of numerous survey templates and evaluation examples described in Section II. (YLB)

ED 453 383   CE 081 787

Froeschle, Richard, Ed.
Connecting the Dots: The Labor Market Information View of Workforce Development. Essays for the Practitioner.
PUB DATE- 00
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Education; Career Education; *Career Information Systems; Definitions; Education Work Relationship; Employer Attitudes; *Employment Projections; Global Approach; Information Utilization; Job Search Methods; *Labor Force Development; *Labor Market; Motivation; *Occupational Information; Program Development; *Program Improvement; Regional Planning; Strategic Planning; Surveys
IDENTIFIERS- Globalization; Welfare Reform; Workforce Investment Act 1998

This monograph is comprised of 12 essays related to the federal Workforce Investment Act of 1998 (WIA), each of which serves as a generic primer on a topic relevant to work force development staff and researchers nationwide. The essays are "Learning the Language of LMI (Labor Market Information): Basic Labor Market Information Terms and Concepts" (Richard Froeschle); "The Impact of Globalization: The Effects of Global Capitalism on the Domestic Labor Market" (Richard Froeschle, Paul Covey); "Converging Paradigms: The Worlds of Work and Education" (Marc Anderberg, Dan Bristow); "Using Labor Market Intelligence To Guide Strategic Planning: Creating an Effective Labor Market Plan under the WIA" (Richard Froeschle, Marc Anderberg); "Where Are the Jobs? Using LMI To Identify and Target Key Regional Employers" (Richard Froeschle, Mark Hughes); "Using 'Local Wisdom' in Regional Planning: Data-Driven Planning at the Substate Level" (Marc Anderberg et al.); "Getting Started: Creating Momentum for a Targeted Labor Market Approach. Building a Local Consensus and Gathering Appropriate Data" (Robert McPherson, Richard Froeschle); "The Other Customer: Productivity-Enhancing Services for Employers. Strategies To Help Employers Address Human Resources Challenges" (Richard Froeschle); "Motivating and Placing Hard-To-Serve Clients: Teaching Clients about the Labor Market, the Value of Work, and the Need To Take Charge of Their Own Careers" (Michal Rosenberger, Richard Froeschle); "Closing the Loop: Using interviews conducted in a range of industries across three states. Research stages were literature review, consultation and survey item development, and trial and administration of the survey and site visits. Findings indicated employers were significantly less positive about their employees' ELL skills than the employees themselves, but both groups identified the same skills as in need of improvement. Issues and trends related to differences between employers' and employees opinions, the importance of and approaches to teaching functional literacy skills, debate on the differences between ELL-skill demands for the job compared with those required for learning differences in on-the-job demands across industries, recruitment, transition into the job, and mentoring. Areas for skills clarification and improvement were identified along with issues related to the impact of technological and workplace change and implications for skills related to the concept of lifelong learning. (Appendixes include 75 references and surveys.) (YLB)

ED 453 400   CE 081 823

Ball, K.; Freeland, B.
Factors Affecting the Provision of Entry-Level Training by
  Enterprises. Australian Apprenticeships.
PUB DATE- 01
NOTE- 37p.; For a summary of this paper, see CE 081 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Apprenticeships; Developed
  Nations; Employer Attitudes; *Employment Patterns; Entry
  Workers; Foreign Countries; *Influences; Inplant Programs;
  *Institutional Characteristics; Job Skills; *Job Training;
  National Surveys; Organization Size (Groups); Postsecondary
  Education; Predictor Variables; Small Businesses; Staff
  Development; *Trainees; Vocational Education; Work Environment
IDENTIFIERS- *Australia; Probit Analysis

A study examined key determinants of apprentice and trainee employment in small and medium-sized enterprises that play an increasing role in providing employment-based training in Australia. It used unit record data from four waves of the Australian Bureau of Statistics business growth and performance surveys 1994-95 to 1997-98, which sent questionnaires to 13,000 businesses nationwide that employed fewer than 200 employees. Statistical analysis, using a probit regression, was undertaken to model influence of businesses' variables on their propensity to provide apprentice and trainee training. Analysis provided no evidence of one business characteristic that triggered small and medium-sized enterprises to provide training. Larger firms, firms with a high proportion of full-time staff, and firms expanding in size within the confines of their existing sites were more likely to provide training. More stable economic conditions and the ability to expand their enterprise increased the propensity to train. Analysis supported qualitative research that found managers' educational background and traditions of apprentice training within an industry had considerable impact on the decision to take on an apprentice and provided evidence of a significant effect of a training culture on employers' propensity to provide entry-level training. (Appendixes include 26 references, method used for construction of dummy variables, and detailed results for a logistic regression.) (YLB) applicants. All three papers include substantial bibliographies. (MN)

ED 453 418   CE 081 841

Issues in Evaluation. Symposium 11. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 20p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Automation; Case Studies; Cost Effectiveness; Definitions; Educational Finance; Educational Trends; *Evaluation Methods; Foreign Countries; Human Resources; *Industrial Training; *Job Performance; *Labor Force Development; Learning Theories; Literature Reviews; Management Development; Meta Analysis; *Modeling (Psychology); Models; Performance Based Assessment; Performance Factors; Physical Therapists; Postsecondary Education; Productivity; Professional Continuing Education; *Program Evaluation; Training Methods; Transformative Learning; Trend Analysis
IDENTIFIERS- Finland; *Return on Investment; United States

This document contains three papers on issues in evaluation. "Evaluation of the Method of Modeling: A Case Study of the Finnish Steel Industry" (Ville Nurmi) describes the method of modeling as an educational strategy to support both specific goal-directed transformative learning focused on work process and learning in workplaces, and it evaluates the effectiveness of modeling as an educational strategy in an industrial setting. "Performance-Level Evaluation Methods Used in Management Development Studies from 1986-2000" (Doris B. Collins) reports on a study in which Burke and Day's 1986 meta-analysis of the effectiveness of managerial training and the Results Assessment System lens are used to analyze 18 management development studies from 1986-2000 that had performance-level outcomes. "Redefining Performance: Productivity and Return on Investment in Physical Therapy" (Scott S. Harp) is a theoretical paper designed to begin the conceptual analysis of the feasibility of developing and using a tool measuring return on investment (ROI) to measure ROI in training in the service-oriented field of physical therapy. Two papers include substantial bibliographies. (MN)

ED 453 419   CE 081 842

Global Knowledge Transfer Issues. Symposium 12. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adult Education; Adult Learning; Comparative Analysis; Corporate Education; Cross Cultural Training; Cultural Differences; *Cultural Pluralism; Educational Cooperation; Educational Objectives; *Educational

workplace learning-related developments in organizations. It is argued that research can contribute to reducing the distance between theory and practice by documenting ways managers and workers can deal with the diversity of views and interests in organizing multiple learning programs. "A Study of Informal Learning in the Context of Decision-Making" (Andy R. Walker, Victoria J. Marsick) reports on a case study of managers at the divisional headquarters of a European pharmaceutical company. The study examined how managers acquire informal learning while they are involved in making decisions. "Learning Beliefs and Strategies of Female Entrepreneurs: The Importance of Relational Context in Informal and Incidental Learning" (H. Elizabeth Coyle, Andrea D. Ellinger) presents the findings of a small pilot study of the informal ways in which female entrepreneurs learn when they initiate their business ventures. The study demonstrated that female entrepreneurs use learning strategies consistent with the research base on informal learning and that relational context is very important to their informal learning. Two papers include substantial bibliographies. (MN)

ED 453 437   CE 081 861

Emotions and Behavior in the Workplace. Symposium 28. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adoption (Ideas); *Affective Behavior; Change Strategies; Educational Environment; Emotional Adjustment; *Emotional Response; Employee Attitudes; Employer Employee Relationship; Foreign Countries; Human Resources; *Labor Force Development; Learning Theories; Literature Reviews; *Organizational Change; Organizational Climate; Psychological Studies; Research Utilization; *Theory Practice Relationship; Trainees; Training; Training Methods; *Work Environment
IDENTIFIERS- *Emotions; United Kingdom; United States

This document contains three papers on emotions and behavior in the workplace and their implications for human resource development (HRD). "Analyzing Training from an Emotions Perspective" (Darren C. Short) reviews the empirical and theoretical literature on emotions and explains how the literature can be used to analyze incidences in the training context. Two short scenarios are presented that illustrate how the literature can be used to provide insight on breakdowns during a training course and on building emotions into the training design. "The Planned and Unintended Emotions Generated by a Corporate Change Programme: Managing the Gaps and Their Implications for HRD Practice" (Sharon Turnbull) discusses a study that examined the implications of management of emotions through culture change programs by investigating the emotional response of participants in one such program at a large corporation. "Conceptualizations of Emotional Behavior in Organizational Contexts: A Framework for Understanding the Implications of HRD Research and Practice" (Jamie L. Callahan, Eric E. McCollum) applies paradigmatic lenses to the study of emotional behavior in organizations. The paradigmatic

Staff Development; Theories

The first of three papers from this symposium, "If We Can't Define HRD in One Country, How Can We Define It in an International Context?" (Gary N. Mc Lean, Laird D. McLean), questions the possibility of defining human resource development (HRD) in a worldwide context. Several factors were found that influence a country's and an individual's definition. The most common U.S. definitions have influenced definitions around the world, yet definitions are influenced by the context in which they have emerged. A definition based on comparison of many definitions is proposed. The second paper, "A Refusal to Define HRD" (Monica Lee), argues that although it is necessary at times to define HRD for political reasons, HRD should not be defined on philosophical, theoretical, professional, and practical grounds because HRD is a process of becoming, not of being. The final paper, "HRD: The Power of Definitions" (John Walton), subjects the 1995 position statement on the emerging concept of HRD produced by the University Forum for HRD to a critical discourse analysis. It evaluates why the statement was produced in the first instance and the discursive practice it reflected. The analysis surfaces issues associated with developing a replacement version today. (Contains 77 references.) (KC)

ED 453 456 CE 081 881

Posters. Poster Session at AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 14p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Certification; Cooperative Learning; Credentials; Educational Attitudes; *Employee Attitudes; *Employer Attitudes; Employment Patterns; Experiential Learning; Human Resources; Job Skills; *Labor Force Development; *Learning Strategies; Networks; On the Job Training; Postsecondary Education; *Quality of Working Life; Recruitment; *Skill Development; Staff Development; Test Validity; Work Attitudes
IDENTIFIERS- Work Values

The first of the papers in this poster session, "Developing the Employment Brand: Targeting MBA Campus Hires" (Diane M. Bergeron), posits that employment branding benefits both individuals and organizations. It functions as a campus recruiting tool in a competitive labor market and communicates the organization's values and work environment to potential applicants. Individuals may be more or less attracted to an organization depending on the extent to which their personal work values are similar to those of the organization. The steps in developing an employment brand are discussed. The session's second paper, "Learning-Action Strategies of Project Managers in a Collaborative Learning Program: An Action Research Project into the Learning Activities of Project Managers" (Rachelle Pluijmen), describes a study that determined which learning action strategies are used by project managers within a learning program. The findings of the research at a training and consultancy center are discussed and individual and cooperative learning action strategies of project managers are viewed from the framework of the learning network theory. The final paper of the session, "Trainer Certification: Research in their relationship to the world. Understanding the influence of these concepts on long-term survivors of loss offers professional ways to assist bereaved individuals in developing a healthy identity. Understanding the significance of worldview on survivors' long-term self-perception, values, and priorities may complement existing theories of loss and grieving about how survivors adapt to major life changes and relearn the world. The identity typology can serve as a tool for assessing and guiding bereaved clients towards finding intimacy, meaning, and fulfillment in their post-loss lives. (Contains 26 references.) (JDM)

ED 453 477   CG 030 958

Hamid, Suzanne L., Ed.
Peer Leadership: A Primer on Program Essentials. The First-Year Experience Monograph Series No. 32.
PUB DATE- 01
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Higher Education; Leadership Responsibility; *Leadership Training; *Peer Counselling; *Peer Relationship; Program Development; Program Evaluation; Seminars
IDENTIFIERS- *Freshman Seminars; Freshman Success Courses; Transitional Activities

This monograph considers the role of peer leadership in first-year seminars and how they help create successful transitions for incoming students. It explains how they provide meaningful leadership opportunities through various activities on campus. The monograph begins with the history of an educator's experience directing one of the initial first-year seminar programs in the country. The opening chapter helps define the terms of peer educators; peer helper; student paraprofessional; and student assistant. Chapter 2 offers a discussion of leadership education. Leadership models from five institutions are used to support the premise that a new kind of leader is developing among students serving as peer leaders. Chapter 3 provides a primer on the essentials of implementing a successful peer leadership program. Chapter 4 explores the building blocks of success to any peer leader program: recruitment, selection, and training. Chapter 5 explores other roles peer leaders assume on campus. Chapter 6 looks at efforts to integrate peer education with new technologies. Chapter 7 reviews data collected on 40 programs. Chapter 8 summarizes the ideas and presents recommendations for future direction. (Contains 2 tables, 2 figures, 6 appendixes, and 143 references.) (JDM)

ED 453 478   CG 030 959

Al-Bataineh, Adel T.
Accountability Issues in School Violence.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Family Problems; *Interpersonal Competence; Mass Media Role; *School Safety; Social Action; Social Environment; *Violence

ED 453 498   CG 030 983

Johnston, Janet R.; Girdner, Linda K.
Family Abductors: Descriptive Profiles and Preventive Interventions. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Custody; *Child Welfare; Children; *Family Problems; Intervention; Juvenile Justice; *Parent Child Relationship; Psychological Needs
IDENTIFIERS- *Parent Kidnapping

Parental abduction encompasses a broad array of illegal behaviors that involves one parent taking, detaining, concealing, or enticing away his or her child from the parent having custodial access. When the abducted parent intends to permanently alter custodial access by hiding the child or removing the child to another locale, the effects on the family and the obstacles to the child's recovery are compounded. This document describes the common characteristics of abducting parents and profiles parents at risk for abducting their children. Constructive interventions are offered for each of the six profiles provided. It draws on research conducted in the San Francisco Bay area and several reasons are given as to why this area was used. The profiles provide information that, along with the facts of a given case, may indicate that prevention interventions should be considered. The interventions described are current standards of professional and court practice for the provisions of legal and psychological counseling, mediation, and custody evaluation services. (Contains 16 references.) (JDM)

ED 453 499   CG 030 991

Shapiro, Ronald G.
What's My Job? An Effective Career Orientation Program for Middle School Students.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Exploration; Experiential Learning; Learning Activities; *Middle School Students; Middle Schools; Program Development; *Role Models

This publication offers a career awareness program for middle school students that engages them in activities designed to stimulate conversation about various careers. The program attempts to provide students with information that will help them develop an interest in pursuing a career. It encourages students to observe, listen, and learn about careers from family and other people. The activity is tailored after a television show called "What's My Line," where contestants ask questions of panelists to ascertain what they do. In this model students ask questions of a guest to learn about and ultimately guess what career they represent. The activity provides an engaging way for students to learn about careers, and to hear from parents and a variety of adults about their employment. By listening to others, students learn which questions to ask to activities around this broader subject. In projects, the topic is more related to the students' personal experiences and interest with a research-based approach. An example of one project is students studying the trees surrounding their school and producing a field guide for other classes to use. In each project, students direct their own learning with teachers providing support for student planning and implementation of the projects. For students involved in projects, reading and writing takes on different meanings than in more traditional classrooms--they learn that they can find fascinating facts by reading or listening to someone read, and they can record these facts and read them to someone else. (NKA)

ED 453 521 CS 014 392

Barton, Valerie; Freeman, Barbara; Lewis, Dorothy; Thompson, Tamera
Metacognition: Effects on Reading Comprehension and Reflective Response.
PUB DATE- 01
NOTE- 57p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Metacognition; *Reading Comprehension; Reading Strategies; *Thinking Skills

This report describes a project for increasing student's ability to comprehend and respond in a reflective manner. The targeted population consisted of 2nd, 3rd, and 5th grade classes in a community unit district located in a suburb of a large midwestern city. The problem of a student's inability to comprehend and respond in a reflective manner was documented through Student Thinking Logs, Student Thinking Interviews, and an Informal Reading Thinking Inventory (IRTI). The probable causes included a curriculum that was so full there was little time for focus on reflection, metacognitive strategies that were not specifically taught, students who did not think about or understand their thought processes, and teachers who taught skills in isolation rather than as strategies. Review of literature revealed that metacognitive strategies are not specifically taught, students are suffering from metacognitive deficit, students do not think about thought processes as they read, and there is little time to teach reflection. A review of solutions that was suggested by knowledgeable others offered the following strategies: accessing prior knowledge, self-questioning, story mapping/graphic organizers, sensory imaging, readers theatre, journaling, and buddy reading. Through an analysis of these strategies, sensory imaging and accessing prior knowledge were the chosen interventions. Post-intervention data indicated an increase in student reading comprehension as shown by the IRTI results. An increase of students' understanding and use of metacognitive strategies was demonstrated through Student Thinking Logs and Student Thinking Interviews. Students showed marked improvement in reflective response during class discussion and in Student Thinking Logs. (Contains 27 references and 4 figures of data. Appendixes contain the teacher survey, student interview questions, consent forms, and student thinking log.) (Author/RS)

ED 453 522 CS 014 393

Bevans, Brenda; Furnish, Becky; Ramsey, Ann; Talsma, Stacy

The targeted population is third graders in a suburban Chicago, Illinois elementary school. Evidence of the need to improve writing skills exists through teacher observation and evaluation of student writing, and scores on the Illinois Standards Achievement Test (ISAT) in writing. There are many probable causes for third grade students' inability to communicate effectively through written language. The writing expectations may not be age appropriate. Many teachers lack adequate training in teaching the writing process. Also, teaching the necessary skills to be a successful writer is a time consuming process. A review of solution strategies suggested by knowledgeable others suggests that expectations be adjusted to be age appropriate. Teacher training should be offered to help staff become more competent in teaching writing. A variety of motivational writing strategies should be implemented into the writing program to improve the quality of student output. Post intervention data indicated progress in the students' writing skills. Most students became able to write organized and developed essays independently within less than four months. This improvement may have been the result of the writing strategies and activities implemented during the intervention period of September 1, 2000 through December 15, 2000. (Contains 21 references, and 3 figures and 4 tables of data. Appendixes contain a language arts rubric, teacher and student surveys, a writer's checklist, and a color-coded organizer.) (Author/RS)

ED 453 541   CS 217 551

McCarthy, Susanne; Nicastro, Jan; Spiros, Irene; Staley, Kathleen
Increasing Recreational Reading through the Use of Read-Alouds.
PUB DATE- 01
NOTE- 55p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Classroom Environment; Elementary Education; *Instructional Effectiveness; Parent Attitudes; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Improvement; Reading Research; *Recreational Reading; Student Attitudes

This report describes a program implemented to improve attitudes toward recreational reading. The targeted population consisted of kindergarten, first, third, and fifth grade students from one urban and two suburban school districts in a major metropolitan area in northern Illinois. Evidence for the existence of the problem included surveys of parents' and students' attitudes toward reading and teacher observation checklists of students' free-time choices. Analysis of probable cause data revealed that there were a variety of outside influences infringing upon students' motivation to read for recreational purposes. Included among these factors were: lack of modeling by parents and teachers, lack of reading ability, past failures in reading, other outside interests such as television, video games, and sports, inappropriateness and scarcity of reading materials in the home, and inappropriate instruction in the classroom. A non-reading home environment also contributed to the lack of value placed on reading. A review of the solution strategies suggested by the professional literature and an analysis of the problem resulted in the development of a read-aloud intervention process. Reading aloud to students helped them to develop background knowledge about a

Research; Content Analysis; Higher Education; *Interpersonal Communication; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

Despite accumulating evidence of the importance of college student-faculty interaction to student retention and satisfaction, little work has focused on out-of-class (OCC) communication. The present study examines 93 student descriptions of OCC with a faculty member, content analyzed to categorize the nature, length, location, and initiator of the conversations. Qualitative analysis resulted in six categories of interaction: course-related, self-disclosure, small talk, advice, intellectual ideas, and favor requests, which were then interpreted as a functional typology of OCC. Contains 16 references. (Author/RS)

ED 453 562 CS 510 576

Yates, Bradford L.
Modeling Strategies for Prosocial Television: A Review.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Association for Education in Journalism and Mass Communication Southeast Colloquium (Lexington, KY, March 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Early Childhood Education; Elementary Secondary Education; Literature Reviews; *Mass Media Effects; *Mass Media Role; *Prosocial Behavior; *Television Research
IDENTIFIERS- Social Learning Theory

Although there is a considerable amount of research that has focused on the effects of viewing violent behavior, a substantial number of studies have given attention to the effects of portrayals of prosocial behavior. Researchers suggest that one purpose of prosocial television is to teach socially acceptable attitudes and behaviors, but the messages must be conveyed effectively or prosocial programs fail to achieve their goals. Modeling strategies that are based on social learning theory provide some of the most effective means of portraying valued behaviors. This paper focuses on the characteristics of three modeling strategies and identifies the circumstances under which each is most effective. The strategies include modeling only the prosocial behavior, creating and resolving conflict with prosocial behavior, and presenting conflict without resolution. The prosocial only model is the most effective strategy to convey a prosocial message as is evidenced by laboratory studies and therapeutic situations. The conflict resolution strategy can be effective in presenting prosocial messages if multiple models engage in the prosocial behavior, if the prosocial resolution is given adequate time and attention, and if viewing conditions are sufficient. Unresolved conflict is most effective in classroom settings and therapeutic situations where an adult can provide post-viewing discussion and activity. Contains 34 references. (Author/RS)

ED 453 563 CS 510 577

Yates, Bradford L.
Media Literacy and Attitude Change: Assessing the Effectiveness of Media Literacy Training on Children's Responses to

literature indicates the need for specific reorganization and structural supports for leaders of high-performing schools. It also points out the need to support education reform through strategic allocation of resources. An appendix provides "An Organizing Guide for Considering Possible Actions." (Contains 47 references.) (DFR)

ED 453 582   EA 031 022

What Happens before Schools Get the Grant: Planning for the Comprehensive School Reform Demonstration Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; *Educational Change; Elementary Secondary Education; *Federal Regulation; Public Schools; School Culture; *School Districts; *School Policy
IDENTIFIERS- Comprehensive School Reform Demonstration Program

This report is based on the collective research of seven regional education laboratories related to the federally funded Comprehensive School Reform Demonstration program. The participating laboratories were the Appalachia Education Laboratory (AEL) in partnership with the Center for Research in Educational Policy (CREP) at the University of Memphis, Lab at Brown University Education Alliance, Northwest Regional Laboratory, Mid-Continent Research for Education and Learning, Pacific Resources for Education and Learning, SouthEastern Regional Vision for Education, and WestEd. Each conducted its own research project designed for different purposes, used different methodologies, and reflected the different perspectives of the researchers and contexts of each laboratory region. The report presents commonly identified themes that relate to the processes used by schools to plan for comprehensive school reform and how those processes supported program implementation. A key area in several of the projects was the amount of teacher participation in selection of reform models and its effects on implementation. The findings were mixed. Two laboratory projects explicitly examined the effect of model selection on reform implementation and school climate using similar instruments, but used different definitions of the constructs. Researchers at AEL/CREP found statistically significant differences in school climate and implementation progress between schools using different model-selection processes. Contradictory findings may be due to differences in conceptualizations and methodologies, but also to differences in school or district leadership and/or regional cultures. An appendix contains project summaries. (Contains 12 references.) (DFR)

ED 453 583   EA 031 023

Florian, Judy
Sustaining Education Reform: Influential Factors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Class Size; Classroom Environment; *Classroom Research; Classroom Techniques; Primary Education; Questionnaires

This action research project reports on the effects of classroom size on the quality of work conditions, academic achievement, and students' behavior. The kindergarten through third grade levels were targeted at three schools, one in a suburban setting and the other two in a growing rural area. For the 1999-2000 school year, the urban school had an average class size of 24.3 for kindergarten, 28 for first grade, and 27.7 for third grade, decreasing to 22, 18, and 25, respectively, for the 2000-2001 school year. For one of the rural schools, corresponding class sizes for 1999-2000 were 22.7, 22.6, and 22.7, increasing to 20, 24, and 30 for 2000-2001. Data were collected using questionnaires given to teachers, administrators, and school board members, and using classroom observations. Results show that teacher workloads became more manageable, and students received more individualized attention with smaller class sizes. Students' behavior and achievement generally improved. When class sizes were large, teacher and student morale declined along with quality of education. Less time was spent on task as stress and behavior problems mounted. Solutions to the class-size problem include using small class sizes (20 or fewer students) during primary years, and building more classrooms or using existing space and hiring more teachers. Appendices contain questionnaires and letters of permission used in the study. (Contains 29 references.) (RT)

ED 453 602 EA 031 063

Haselton, W. Blake; Wells, William

A Comparison of Equity Outcomes in Kentucky: Council for Better Education v. Wilkinson Plaintiff & Non-Plaintiff School Districts.

SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.; Kentucky State Dept. of Education, Frankfort.

PUB DATE- 00

NOTE- 28p.; Paper presented at the Kentucky Institute for Education Research Conference (Louisville, KY, December 7-9, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Court Litigation; Educational Change; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; School Statistics; Statistical Analysis

IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This report compares plaintiff and nonplaintiff school districts in "Council for Better Education v. Wilkinson" and "Rose v. Council for Better Education" as regards the equity and adequacy outcomes resulting from rulings of the Kentucky Supreme Court and subsequent implementation of the Kentucky Reform Act (KERA) of 1990. Descriptive statistics were utilized to compare variables and determine differences in selected finance measures. The principle of equity utilized was the resource accessibility standard defined by Thompson, Wood, Honeyman, and Miller (1994). Some variables compared are property assessment per pupil, equivalent tax rate, per-pupil expenditures, and average teacher salaries. Comparisons of per-pupil expenditures indicated significant revenue and spending gaps remained among the 176 Kentucky school districts 10 years

Renzulli, Joseph S.; Leppien, Jann H.; Hays, Thomas S.
The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum.
PUB DATE- 00
NOTE- 132p.; Edited by Rachel Knox.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Curriculum Design; *Curriculum Development; Curriculum Guides; Educational Strategies; Elementary Secondary Education; *Gifted; Inclusive Schools; Learning Activities; Lesson Plans; Student Needs; *Teaching Methods
IDENTIFIERS- *Curriculum Differentiation

Based on constructivist learning theory, this guide presents six practical menus that are intended to guide curriculum developers as they bring together an understanding of a discipline, its content and methodologies, and a vast array of instructional techniques to challenge learners on all levels. It begins with a "Knowledge Menu" that is intended to aid educators as they locate a topic in the realm of knowledge, uncover the basic principles and concepts, and explore the methodology used by practicing professionals in the field. An "Instructional Objectives and Student Activities Menu" helps teachers address issues of balance between content and process objectives as they write the curriculum. The "Instructional Strategies Menu" reminds educators of the wide range of teaching strategies they can use within a lesson or unit. An "Instructional Sequences Menu" helps educators organize and sequence a unit or lesson to maximize impact and outcomes. The fifth menu, the "Artistic Modification Menu," encourages teachers to inject the curriculum with their own creative contributions, such as personal stories, collected memorabilia, and hobby materials. The final menu, the "Instructional Product Menu," presents the outcomes of learning experiences. Appendices include step-by-step planning guides, unit overviews, and a list of how-to resources. (CR)

ED 453 622 EC 308 430

Section 504 of the Rehabilitation Act of 1974, AIMS and Stanford 9.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Environment; *Classroom Techniques; Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; School Responsibility
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

Presented in a question-and-answer format, this paper discusses educational requirements under Section 504 of the Rehabilitation Act of 1973. It addresses: (1) eligibility for a 504 accommodation plan; (2) what is meant by reasonable accommodation; (3) what is meant by the "substantially limit a major life activity" standard; (4) the "major life activity"

(055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Guidelines; *Public Schools; *Water Resources
IDENTIFIERS- *Cost Containment; United Kingdom; *Water Conservation

This guide examines typical water costs for schools and points out financial and environmental benefits of using water economically. The guide explains the make-up of a typical water bill, including standing charges and sewerage rates. Ways of saving water are described, including use of self-closing and spray taps and urinal flush controllers. A school water management checklist and background information on the water legislation are also provided. (GR)

ED 453 647 EF 005 944

Swimming Pools. Managing School Facilities, Guide 2.
PUB DATE- 93
NOTE- 25p.; Researched and written by the Pool Water Treatment Advisory Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; Foreign Countries; *Guidelines; Public Schools; *Safety; *Swimming Pools; *Water Quality
IDENTIFIERS- United Kingdom

This guide for schools with swimming pools offers advice concerning appropriate training for pool managers, the importance of water quality and testing, safety in the handling of chemicals, maintenance and cleaning requirements, pool security, and health concerns. The guide covers both indoor and outdoor pools, explains some technical terms, provides a range of desirable pool temperatures, and includes a swimming pool management checklist. (GR)

ED 453 648 EF 005 945

Saving Energy. Managing School Facilities, Guide 3.
PUB DATE- 95
NOTE- 27p.; Researched and written by DSC Associates Ltd.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Energy Conservation; Foreign Countries; *Guidelines; Public Schools
IDENTIFIERS- *Cost Containment; United Kingdom

This guide offers information on how schools can implement an energy saving action plan to reduce their energy costs. Various low-cost energy-saving measures are recommended covering heating levels and heating systems, electricity demand reduction and lighting, ventilation, hot water usage, and swimming pool energy management. Additional recommendations on maintenance solutions to preventing energy waste are highlighted as are advice on education and training, and energy conservation when subletting school facilities. A management action plan checklist is included. (GR)

PUB DATE- 01
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Audiovisual Instruction; Bilingual Education; Classroom Environment; Computer Uses in Education; English (Second Language); French; German; *Higher Education; Immersion Programs; Internet; Japanese; Motivation; Multicultural Education; Politics of Education; Portuguese; Russian; Second Language Instruction; *Second Language Learning; Secondary Education; Spanish; Teacher Education; Teacher Student Relationship; World Wide Web; Writing Across the Curriculum; Writing Instruction

This second volume in the series "Advances in Foreign and Second Language Pedagogy" is an introduction to the pedagogy of language learning in higher education focusing on learner motivation, classroom environments, relationships for learning, and the future of language education. The book reveals numerous links to language education on the secondary level. Fifteen authors for the United States, Australia, and Germany contribute articles on issues such as the political agenda of institutions of higher education, artistic and aesthetic practice, language across the curriculum, service learning, adult education, intercultural awareness through electronic media, extra-curricular consultation, and language learning outreach. These pedagogical issues are related to teaching Portuguese, Spanish, Russian, Japanese, French, German, and English as a second or foreign language. The book is divided into four parts (Learner Motivation, Classroom Environments, Relationships for Learning, and Preparing the Future of Language Education) and 15 chapters. Author and subject indices are included. (References appear at the end of each chapter) (KFT)

ED 453 671 FL 026 731

Language Teaching. Thematic Bibliography.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Cultural Maintenance; Early Childhood Education; Educational Policy; Ethnic Groups; Foreign Countries; Language Maintenance; Language Minorities; Language Planning; National Programs; Politics of Education; *Second Language Instruction; Second Language Learning; Teacher Education; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- European Union

This thematic bibliography is an annotated bibliography of European and international sources concerning language teaching. All published and Web references were categorized into the following categories as they pertain to language teaching: actions undertaken by Europe; organizations within educational systems; teaching objectives, methods, and tools; languages and cultural approaches; early learning; teacher training; minority languages; and miscellaneous. (Contains 84 references.) (KFT)

ED 453 672 FL 026 732

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Federal Legislation; Foreign Nationals; *Immigrants; *Immigration; *Labor Conditions; Limited English Speaking; *Personal Narratives; Political Attitudes; Spanish Speaking

This report focuses on "at risk" immigrants in the United States. This third report in a series highlights the plight of low-income immigrant laborers in the United States. This series does not seek to advance specific policies or reforms. It intends merely to relate the stories of newcomers in the confidence that they will speak powerfully for themselves. This report follows immigrant laborers from their countries of origin on their often perilous journeys to the United States. In then documents the harsh reality they find once they arrive, highlighting the plight of day laborers, service sector employees, migrant farmworkers, and immigrants in the meatpacking and poultry industries. It concludes by describing the horrors faced by immigrants smuggled into the U.S. by organized crime syndicates. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KT)

ED 453 693 FL 801 445

Placing Immigrants at Risk: The Impact of Our Laws and Policies on American Families. Report 1.
PUB DATE- 00
NOTE- 84p.; For Reports 2-4, see FL 801 444-47.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Federal Legislation; Foreign Nationals; *Immigrants; *Immigration; Limited English Speaking; *Personal Narratives; Political Attitudes; Spanish Speaking

This report focuses on "at risk" immigrants in the United States. This first report in a series of four details the impact of American immigration laws and policies on U.S. families. This series does not seek to advance specific policies or reforms. It intends merely to relate the stories of newcomers in the confidence that they will speak powerfully for themselves. Subsequent reports will cover immigrant laborers, those in custody of the Immigration and naturalization Service (INS), immigrants seeking to become U.S. citizens, and other groups of at-risk newcomers. This series attempts to put a human face on the harsher aspects of U.S. immigration laws by sharing the stories of newcomers. The following topics are addressed in this report: family-based immigration: backlogs, processing delays, and poor service; family reunification but not for the poor; American families with undocumented and other members subject to bars on admission; reinstatement of removal; victims of domestic violence; immigrant families with members who have criminal convictions; how detention divides families; the impact of workplace raids on families; deaths on the southern border; and preying upon immigrants: the human toll of unauthorized legal practice. A glossary of terms is appended. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 453 694 FL 801 446

Citizenship at Risk: New Obstacles to Naturalization. Report 2.
PUB DATE- 00

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperation; Foreign Countries; *Higher Education; International Education; *International Educational Exchange; International Programs

The chapters in this collection discuss issues related to the increasing internationalism of higher education, as education moves beyond the boundaries of the nation state. Developments such as the European Union and educational cooperation in the Americas give a new meaning to the supra national dimension of education. The chapters are: (1) "The European Dimension in Higher Education: An Excursion into the Modern Use of Historical Analogues" (Guy Neave); (2) "The Changing Context of Coordination in Higher Education: The Federal-State Experience in the United States" (David D. Dill); (3) "The Role and Position of Research and Doctoral Training in the European Union" (Antonio Ruberti); (4) "Higher Education in the Process of European Integration, Globalizing Economies and Mobility of Students and Staff" (Alberto Amaral); (5) "'Our' Colleges for Post-Compulsory Education: Observations on a Subdued Debate" (Fons van Wieringen); and (6) "The Higher Education Policy of the European Union: With or against the Member States" (Kurt De Wit and Jef Verhoeven). Each paper contains references, and there is a general bibliography of 45 references. (Contains 9 tables, 3 figures, and 83 endnotes.) (SLD)

ED 453 717 HE 034 039

Idaho State University 1999 Annual Report of the Foundation. Faces of Change at ISU.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Donors; *Educational Finance; *Financial Support; *Fund Raising; Higher Education; *Public Colleges; *School Funds
IDENTIFIERS- *Idaho State University

This annual report from the Idaho State University Foundation reports on the progress of fundraising by the Foundation in 1999 and notes the contributions of some donors and participants in fund raising. Idaho State University has planned its first ever capital campaign to run in conjunction with the 100th anniversary of the university's founding. The need for private support has become self-evident. Scholarships and endowments are needed to curb the rising costs of undergraduates and graduate education and to respond to increased enrollment. The report acknowledges the work done by those who spearhead the campaign, describes some donors and the programs they have supported, and lists donors in various categories of giving. At the time of the report, $65.9 million had been committed toward the University's goal of $102 million. A report on the Foundation's financial condition by an independent auditor is attached. (SLD)

ED 453 718 HE 034 040

Court, David
Financing Higher Education in Africa: Makerere, the Quiet Revolution. Tertiary Education Thematic Group Publication Series.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.

survey (n=125 and n=125). Results of both surveys show the general satisfaction of graduating seniors with their preparation and educational experience. The final evaluation, "Feedback for Employer Survey--Computer Science Department" by Patricia Hughes, reports on the responses of 36 employers about their satisfaction with interns placed by Bowie State University. Taken together, these four studies illustrate useful research methodology and generally positive outcomes of education at Bowie State University. (SLD)

ED 453 738 HE 034 063

Kleiman, Neil Scott
Building a Highway to Higher Ed: How Collaborative Efforts Are Changing Education in America.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; *Integrated Activities; Partnerships in Education; Preschool Education
IDENTIFIERS- *New York City Board of Education; *New York (New York); Reform Efforts

Education advocates nationwide are taking heart in signs that collaboration and coordination are beginning to ease the transition to higher education. Nowhere is this positive trend more pronounced than New York City, where the collaboration between public schools and higher education, also known as P-16, is becoming more frequent. The P-16 model is aimed at removing obstacles in the education system that prevent students from progressing from one grade to the next. A year-long investigation of P-16 efforts in New York City revealed many accomplishments. Expansion of the College Now program, which links City University of New York (CUNY) faculty and administrators to virtually every general high school in the city, is producing more high school graduates and better prepared graduates. A teacher education "czar" has been hired to coordinate and restructure teacher education at CUNY. The New York State Regents tests have been aligned with CUNY's college placement examination, allowing students to avoid being double tested. Improved education in other areas with P-16 initiatives, notably Georgia and Texas, has resulted from these collaborative efforts. (Contains 21 references.) (SLD)

ED 453 739 HE 034 064

Perry, Kristin Keough
Where College Students Live after They Graduate.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; Higher Education; In State Students; Out of State Students; *Place of Residence; *Residential Patterns
IDENTIFIERS- Baccalaureate and Beyond Longitudinal Study (NCES)

This report uses data from the Baccalaureate and Beyond Longitudinal Study (B&B) to describe the residence and migration patterns of students who earned their baccalaureate degree in the 1992-1993 academic year. These students were

*Teacher Salaries

Identifying higher education cost drivers and working to limit their effects appears to be a necessity if higher education is to retain the support historically allocated by society. Costs occur for three groups: students, institutions, and society. This paper summarizes information about cost drivers in higher education and identifies two that are hidden, suggesting methods to curtail them. These are: (1) the funding tendency to provide more money to those who spend more, thereby eliminating cost containment incentives; and (2) the recent tendency to try to raise below-average faculty and staff salaries to national averages in the name of justice. The national cost containment recommendations of the National Commission on the Cost of Higher Education include strengthening cost control, improving market information and public accountability, and deregulating higher education. The Commission also recommends rethinking accreditation and enhancing and simplifying federal student aid. This paper suggests related cost containment considerations, including rewarding those who spend less and providing disincentives to those who spend more. Comparing lower salaries to discipline-based cost-of-living adjusted floors and percentile points when considering justice amendments will help contain costs. Institutions must also be aware that projections show a national increase in high school graduates that may result in the necessity of trying to control, if not reduce, enrollment. (Contains 2 figures, 2 tables, and 11 references.) (Author/SLD)

ED 453 759 HE 034 085

Strategies for Learning and Teaching in Higher Education: A Guide to Good Practice.
PUB DATE- 01
NOTE- 66p.; For the companion guide for widening participation strategies, see HE 034 088.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Case Studies; Foreign Countries; *Higher Education; *Learning Strategies; Participation; *Teaching Methods
IDENTIFIERS- *England

The Higher Education Funding Council for England recently held two seminars that addressed the relationship between widening participation in higher education, learning and teaching, and strategic planning. In recognition of these relationships and to enable a coordinated approach, this good practice guide and another on widening participation strategies have been produced. The guidance in this document builds on what institutions are doing in order to share good practice. The guide is in four main sections. The first section draws out good practice in relation to key strategic themes from a review of strategies in the sector. The second section contains case studies from institutions that link with the strategic themes and with the widening participation guide. The third section contains 32 case studies relating to student success, and the fourth section summarizes the support available to institutions from the Higher Education Funding Council of England for developing and implementing their strategies. (SLD)

ED 453 760 HE 034 086

natural world; the environment; health and safety; the United States and the world; community and people; words, reading, and the arts; work, money, and the mail; transportation, energy, and technology; math, science, and space; education; and research resources (i.e., Web sites that are not designed specifically for students but include information on topics that correspond to school work). The second section contains Web sites specifically for parents, including publications accessible online that will help parents to help their children academically, as well as sites designed to keep children safe and to inform parents about drug abuse and online dangers for children. The third section contains Web sites for teachers, organized in chapters that cover: general topics; environment, conservation, and wildlife; health, safety, and medicine; science and math; social studies; and transportation and technology. The appendices include guidelines for finding government information online and a list of agencies with student, parent, or teacher Web sites. (Includes an index.) (MES)

ED 453 781 IR 020 560

Cooper, Gail; Cooper, Garry
New Virtual Field Trips. Revised Edition.
PUB DATE- 01
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Information Sources; *World Wide Web
IDENTIFIERS- *Electronic Resources; *Web Sites

This book is an annotated guidebook, arranged by subject matter, of World Wide Web sites for K-12 students. The following chapters are included: (1) Virtual Time Machine (i.e., sites that cover topics in world history); (2) Tour the World (i.e., sites that include information about countries); (3) Outer Space; (4) The Great Outdoors; (5) Aquatic and Marine Life; (6) Animal Kingdom; (7) Science and Industry; (8) Mathematics and Logic; (9) Visual Arts; (10) Performing Arts; (11) Language Arts and Literature; (12) Sports and Leisure; and (13) People You Should Know. (Includes an index.) (MES)

ED 453 782 IR 020 624

Web of Support: Families, Schools, and Communities: Bridging the Digital Divide. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Videotape, 60 minutes, close captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Access to Information; *Information Technology; *Telecommunications; Videotape Recordings
IDENTIFIERS- Access to Technology; *Digital Divide

Televisions, computers, cell phones, and pagers--technology seems to be everywhere. But for many, technology is not as commonplace as it seems. A vast divide, often called the "digital divide," exists in the availability of access for some individuals and communities. Addressing the issue of this digital divide means much more than getting boxes and wires into homes, classrooms, and communities. It means weaving a web

Viikki Virtual Infocentre--An Integrated Information Workstation.
PUB DATE- 99
NOTE- 7p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Educational Resources; Foreign Countries; Higher Education; *Information Centers; *Information Services; Information Sources; *Information Systems; Information Technology; Learning Resources Centers; Library Services
IDENTIFIERS- University of Helsinki (Finland)

Viikki is one of the four campuses of the University of Helsinki. The Viikki Virtual Infocenter will be located on the Viikki Campus in Helsinki. It will be a modern learning environment that offers library and information services, study rooms and learning facilities, computer and network services, and administrative campus services to students and researchers. A good guiding system and a clear user interface are essential for the effective use of all these services. Clients will need guidance in the navigation, both in the physical building and in the huge information cyberspace. The Viikki Virtual Infocenter will consist of two interlinked parts: the guiding system of the building and the user interface to the library's networked resources providing users with easy access to a range of systems and services. The Virtual Infocenter integrates electronic information services into a broader electronic learning environment and functions as a facilitator in an information landscape. The Viikki Virtual Infocenter will be available in Finnish, English, and Swedish. This paper describes the electronic guiding system and discusses the challenges and rewards in the development of the virtual learning environment. (AEF)

ED 453 802 IR 020 648

Strunz, Bob; Waters, Mairead
The ELISE II Project: A Digital Image Library for Europe.
PUB DATE- 99
NOTE- 6p.; In EUNIS '99: Information Technology Shaping European Universities. Proceedings of the European University Information Systems International Conference (5th, Espoo, Finland, June 7-9, 1999); see IR 020 639.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; *Electronic Libraries; Foreign Countries; *Information Networks; *Information Services; *Information Systems; Library Networks; Library Services; Online Systems
IDENTIFIERS- Europe; Java Programming Language

This paper describes the progress made under the ELISE II electronic image library project from a technical standpoint. The ELISE II project is a European-wide initiative that aims to provide a comprehensive electronic image library service for Europe. It is funded under the European Commission, DG XIII-E, Telematics for Libraries Initiative. The ELISE system is implementation that relies on research rather than hype; and a reward system acknowledging experimentation and innovation. (Contains 25 references.) (MES)

ED 453 819   IR 020 703

Hoban, Gary; Neu, Beverly
What We Know and What We Want To Know about Online Education.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Distance Education; *Educational Administration; Higher Education; Program Evaluation; Questionnaires; Self Efficacy; *Student Attitudes; Student Surveys
IDENTIFIERS- National University CA

This paper begins with a description of National University's online program in educational administration for the California preliminary administrative services certificate, including an overview of the program, the development of a hybrid program that includes both online and face-to-face courses, and the geographic distribution of students. Results of a program evaluation are then presented, covering the quality of student work, the attitudes of the online students, student evaluation of the program, and the self-efficacy for self-directed learning that online students bring to their courses. The survey questions about demographic information and student attitudes are included with the mean of responses. (MES)

ED 453 820   IR 020 704

Newby, Michael; Fisher, Darrell
A Comparison between the Learning Environments of Open and Closed Computer Laboratories.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Centers; *Computer Science Education; Foreign Countries; Higher Education; Information Systems; *Laboratories; *Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- Australia; *Learning Environments

There are two main ways in which the practical component of computer science and information systems courses, the computer laboratory class, may be organized. They may be closed laboratories, which are scheduled and staffed in the same way as other classes, or open laboratories where the students come and go as they please. In U.S. universities, the open laboratory is more common, whereas in Australia, it is the closed laboratory that provides the practical experience for students. This study investigates the differences between students' perceptions of some aspects of the learning environment of open and closed computer laboratories, and also

(5) work/design/technology; and (6) student focus. The survey, completed by the college's faculty and staff, is designed so that individual institutions can compare themselves to national norms. Following are the major findings at Penn College. The most favorable aspects of the college climate were student focus and work/design technology; overall the college climate rates as a healthy mid-range "consultative" system and service staff had the poorest perceptions of the climate in relation to other employee groups such as senior staff (15 years) and new staff (1-4 years) who had more favorable perceptions. A detailed analysis of the results, tables, and explanations of the methodology are included. The survey is appended. (AF)

ED 453 840 JC 000 327

Mississippi's Public Community and Junior Colleges Statistical Data, 1998-1999.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Educational Finance; *Enrollment; *Outcomes of Education; State Colleges; *Statistical Data; Summative Evaluation; Tables (Data); Two Year Colleges
IDENTIFIERS- *Mississippi

This document presents the 1998-1999 statistical data for the following 15 Mississippi (MS) public community and junior colleges: Coahoma, Copiah-Lincoln, East Central, East MS, Hinds, Holmes, Itawamba, Jones, Meridian, MS Delta, MS Gulf Coast, Northeast MS, Northwest MS, Pearl River, and Southwest MS. It begins with a list of State Board members and staff; a directory of public community and junior colleges in Mississippi; a map and listing of the public community and junior college districts; the Board of Trustees' schedule of meetings; and a foreword. The statistical data in this report is divided into three main sections: enrollment, finance, and other. Enrollment looks at: ten-year headcount enrollment trends, total credit headcount enrollment by institution by campus, total headcount enrollment by institution by campus, non-credit headcount enrollments by college, credit headcount enrollment by Mississippi county, and credit headcount enrollment by race by college. Finance examines: comparison of revenue by source and expenditure by program, county tax support, student fees and charges per semester, educational and general expenditures by function and object, auxiliary enterprises: revenues and expenditures, and expenditures per full time enrollment by function. The last section includes degrees awarded, academic faculty salary schedule, learning resources survey, and dormitory utilization during fall 1998. (VWC)

ED 453 841 JC 000 458

Martinez, Katherine, Ed.
FACCCTS: Journal of the Faculty Association of California Community Colleges, 1999-2000.
PUB DATE- 00
NOTE- 154p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; Affirmative Action;

PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Competency Based Education; *Educational Finance; *Job Training; *Labor Force Development; Outcomes of Education; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This research brief from Miami-Dade Community College (Florida) addresses fundable outcomes for workforce development. Workforce development funding depends on the ability to earn 'points' for completions and placements. Miami-Dade Community College produced 7,542 fundable outcomes for 1999-2000, compared with 3,966 for 1998-1999. These included 2,039 graduates; 3,603 occupational or literacy completion points; and 1,900 placements. The increase in numbers for 1999-2000 was due to the reporting of completion points. By program category, Associate in Science programs produced 2,189 fundable outcomes, 42 fewer than last year. Credit certificate programs produced 158 outcomes, 17 more than last year. Vocational Certificate programs produced 2,388 fundable outcomes (1,061 were occupational completion points), which was 908 more than last year. Adult Basic and GED programs produced 2,807 fundable outcomes (2,542 were literacy completion points), which was 2,693 more than last year. The largest number of outcomes and largest increase was for the School of Community Education, where literacy completion points were captured for 1999-2000. The School of Business and Computer Information Systems now ranks second in outcomes, and also showed an increase due to occupational completion points for vocational certificates reported in 1999-2000. (JA)

ED 453 862 JC 010 416

CLAST Results for June 2000: Miami-Dade Community College and Statewide. Information Capsule.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Testing; Outcomes of Education; *Performance Based Assessment; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The results of the June 2000 CLAST administration are reported in this information capsule. Results are reported for first-time examinees, retake examinees, and students earning alternatives to the CLAST requirement. During this administration period, 3,858 Miami-Dade Community College (M-DCC) (Florida) students earned an alternative in at least one of the CLAST subtests, while 460 students were exempted from the entire CLAST. In contrast, 18% of M-DCC students who took the entire CLAST test for the first time passed all four subtests in the June 2000 administration. For students earning CLAST alternatives by subtest, more alternatives were granted in the communications subtests of Essay (2,595), English Language Skills (2,563), and Reading (2,581) than in the Mathematics subtest (1,680). During this administration 9,419 CLAST alternatives were earned college-wide. The CAT-CLAST is now available for first-time administrations of the Reading, English Language Skills, and by developing new sources of funds; examine methods for engaging and retaining students and teachers in high tech career concentrations; and develop accountability. (Interview guide is included). (KC)

ED 453 367 CE 081 763

Workplace Essential Skills: Resources Related to the SCANS Competencies and Foundation Skills. Research and Evaluation Report Series 00-B.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 552p.; This report is based on "Skills and Tasks for Jobs: A SCANS Report for America, 2000." For this report, see ED 350 414.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; Case Studies; Check Lists; *Competence; Competency Based Education; *Educational Needs; *Employment Qualifications; Evaluation; Futures (of Society); *Job Skills; Labor Force Development; Literature Reviews; On the Job Training; Postsecondary Education; Secondary Education; Skill Analysis; Skill Development; *Vocational Education
IDENTIFIERS- Crosswalks (Linking); O Net; Secretarys Comm on Achieving Necessary Skills

This report summarizes the results of a project conducted to document the skills and behaviors that have been identified as essential for a work force facing the challenges of global competition in an environment of rapidly changing markets. The workplace competencies and foundation skills defined in "Skills and Tasks for Jobs: A SCANS Secretary's Commission on Achieving Necessary Skills Report for America 2000" provide the foundation of the report. The report uses the SCANS organizational framework that distinguishes between workplace competencies (managing resources, accessing and storing information, interpersonal situations, understanding systems, and using technology) and foundation skills (basic skills, thinking skills, and personal qualities). The report includes a separate section for each of the SCANS competency areas and foundation skills. Each of these sections includes the following elements: (1) the original SCANS definition; (2) comments from a panel of technical experts; (3) a summary of the review of more than 50 documents; (4) a list of sources; (5) the SCANS scales; (6) SCANS-O*NET (Occupational Information Network) crosswalks; (7) SCANS--O*NET scale anchors and an explanation of how they relate to each other; (8) other O*NET links; and (9) assessment documents. Five appendixes (about half the document) include an annotated list of sources, the complete set of crosswalks developed for the report, a full list of published assessments, case studies that exemplify effective strategies for teaching workplace essential skills, and a list of the technical experts and youth training program professionals who were members of the skills panels. (KC)

ED 453 368 CE 081 764

Seaman, Don F.
Effects of Selected Even Start Family Literacy Programs in Texas

Follow-Up Data for Program Accountability" (Marc Anderberg); "Case for Career Majors: Using Career Majors To Bridge the Occupational Communication Gap" (Richard Froeschle); and "Using Employer Surveys in Labor Market Planning: When and How To Conduct Surveys for Local Workforce Development Programs" (Richard Froeschle). (YLB)

ED 453 384   CE 081 788

Johnson, Clifford M.; Savner, Steve
Federal Funding Sources for Public Job Creation Initiatives.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Development; *Economically Disadvantaged; Employment Potential; *Federal Aid; *Federal Programs; Financial Support; *Job Development; On the Job Training; Program Costs; Transportation; Wages; *Welfare Recipients; Welfare Services; Work Experience Programs
IDENTIFIERS- Noncustodial Parents; *Temporary Assistance for Needy Families; Welfare to Work Programs; *Workforce Investment Act 1998

This overview on potential funding sources describes three major federal programs that can provide a financing base for public job creation initiatives serving hard-to-employ welfare recipients and non-custodial parents. Section I is an introduction. Section II focuses on the Temporary Assistance to Needy Families (TANF) block grant. Section III describes the Welfare to Work (WTW) program, including original and revised targeting requirements (70 percent and 30 percent rules). Section IV discusses differences between the two types of programs that Workforce Investment Act (WIA) funds can be used to create (paid work experience and on-the-job training). Sections V-VII identify other federal programs that can be used to support some components of a public job creation initiative. Section V describes these federal housing and community development programs: Section 3 Hiring Obligations, Empowerment Zones/Enterprise Communities, Community Development Block Grants, and additional Department of Housing and Urban Development programs of potential interest. Section VI focuses on federal transportation programs. Section VII suggests other potential funding sources, such as Medicaid and Children's Health Insurance Program; Child Care and Development Blocks, Title XX Social Service Block Grants, and Head Start funds; and AmeriCorps funds. Section VIII concludes the document by noting that there is a substantial funding base available to support job creation initiatives. (Contains 12 footnotes.) (YLB)

ED 453 385   CE 081 792

Ohio Career Resource.
PUB DATE- 01
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)

ED 453 401 CE 081 824

Saunders, S.
Issues and Directions from a Review of the Australian
Apprenticeship and Traineeship Literature. Australian
Apprenticeships.
PUB DATE- 01
NOTE- 54p.; For a summary of this paper, see CE 081 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Apprenticeships; Delivery Systems;
Demand Occupations; Developed Nations; Education Work
Relationship; Educational Administration; *Educational
Assessment; Educational Demand; *Educational Opportunities;
Educational Quality; Educational Supply; Entry Workers; Foreign
Countries; Industrial Training; Job Skills; *Job Training;
Literature Reviews; Outcomes of Education; Postsecondary
Education; Private Sector; Public Policy; *Trainees;
*Vocational Education
IDENTIFIERS- *Australia; Educational Marketing; Intermediaries

This paper synthesizes issues and directions that a review of Australian apprenticeship and traineeship literature suggested. An overview discusses the paper's basis, which was a survey of 125 Australian references from 1985-99. Chapter 2 categorizes issues into seven groups, discusses them, and draws out salient themes. (The groups concerned supply and demand; training policy and system; public training market; private training investment; measuring training market outputs; training pathways, intermediaries, and innovations; and training quality and performance.) Discussion in each section considers the entry-level training issues in the broader context of developments in vocational education and training (VET) policy and the VET market. Chapter 3 draws out possible VET and entry-level training policy and program directions from the combined weight of the issues and their salient themes. Each of eight propositions is illustrated by examples of possible supporting measures: sharpening training investigation and diagnosis; repositioning the trades in the training marketplace; renewing the traineeship consensus; broadening the education and training horizons for new pathways to vocational skills; testing new approaches to training markets; widening the avenues for structured training in enterprises; adding pathways and learning models to the work of training intermediaries; and reviewing and reinforcing priorities for training measurement and quality. (Contains 125 references.) (YLB)

ED 453 402 CE 081 825

Dumbrell, T.; Finnegan, W.; de Montfort, R.
Locational Issues in New Apprenticeships. Australian
Apprenticeships.
PUB DATE- 01
NOTE- 73p.; For a summary of this paper, see CE 081 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Apprenticeships; Demography;
Developed Nations; Educational Quality; Employer Attitudes;
*Enrollment Influences; Foreign Countries; Geographic
Distribution; *Job Training; *Labor Market; Metropolitan Areas;
Nonmetropolitan Areas; Place of Residence; Postsecondary
Education; Regional Characteristics; School Location; Student

Theories; Educational Trends; Ethnocentrism; Foreign Countries; *Global Approach; Higher Education; Human Resources; Indigenous Personnel; International Cooperation; International Educational Exchange; International Programs; *Labor Force Development; Literature Reviews; Models; Organizational Objectives; Partnerships in Education; Position Papers; Social Environment; Theory Practice Relationship; *Training Methods; *Transfer of Training; Trend Analysis
IDENTIFIERS- China; Netherlands; South Africa; United Kingdom; United States

This document contains three papers on global knowledge transfer issues and human resource development (HRD). "Indigenizing Knowledge Transfer" (Gary N. McLean) explores examples of HRD in which ethnocentric perspectives predominate and argues that, unless a HRD develops a global perspective, efforts to transfer knowledge within academia and corporate HRD settings are nearly certain to fail. "How to Develop Human Resources: Technical Rationality or Social Moral Responsibility? A Comparison of Western and Chinese Human Resource Theory and Practice" (Baiyin Yang, De Zhang) proposes a theoretical framework for cross-cultural study in organizational behavior and uses the framework to compare U.S. and Chinese human resource theory and practice. The study demonstrates that Chinese managerial philosophy is centered on social morality whereas U.S. managerial philosophy is characterized as technical rationality. "Enhancing Commitment and Overcoming the Knowing-Doing Gap: A Case Study at the Technikon Northern Gauteng (TNG) in South Africa" (Hilda Martens, Jan Verhagen) reports on a case study during which a social constructionist framework was used to examine the problem of overcoming the knowing-doing gap and increasing commitment in an action research at a South African tertiary educational institution. All three papers include substantial bibliographies. (MN)

ED 453 420 CE 081 843

Leadership Development. Symposium 13. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Credibility; Developing Nations; Employer Employee Relationship; Experiential Learning; Foreign Countries; Human Resources; *Labor Force Development; Leaders; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Training; *Management Development; Meta Analysis; *Organizational Development; Organizational Effectiveness; Self Efficacy; Supervisor Supervisee Relationship
IDENTIFIERS- India

This symposium on leadership development consists of three presentations. "Organizational Performance: The Future Focus of Leadership Development Programs" (Doris B. Collins) reports research that analyzed 54 leadership studies from 1984-2000 and confirmed that organizations have begun to take a more systemic approach to leadership development. "Hidden Dimension of Leadership Success: Implications for Building Effective Leaders" (Anne Khoury), a theory paper, proposes that the hidden dimensions are personal credibility and self efficacy and defines a successful leader in this model as one who can inspire others and turn aspiration into action to accomplish approaches are represented by the interconnection of objective-subjective and emergent-managed continua regarding emotional behavior. A scheme of four overlapping approaches (functionalist, interpretivist, dialogic deconstructionist, structural determinist) to emotional behavior practical interventions is also presented. All three papers include substantial bibliographies. (MN)

ED 453 438 CE 081 862

Evaluation in HRD. Symposium 29. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; Education Work Relationship; Educational Needs; *Evaluation Methods; *Evaluation Utilization; Human Resources; Influences; *Labor Force Development; Learning Readiness; Needs Assessment; *Organizational Climate; Organizational Development; Postsecondary Education; *Program Evaluation; Research Methodology; Surveys; Training Objectives
IDENTIFIERS- Impact Studies; Stakeholders

This document contains three papers on evaluation in human resource development (HRD). "Utilization of Corporate University Training Program Evaluation" (Christopher F. Bober) reports on a study that examined how training program evaluation results are being utilized in corporate universities and determined that the following seven factors affect how four corporate universities are utilizing program evaluation data: communication quality; timeliness; commitment and/or receptiveness to evaluation; evaluation quality; credibility; relevance; and findings. "Organizational Readiness for Learning and Evaluation" (Hallie Preskill, Brenda Martinez-Papponi, Rosalie T. Torres) discusses the outcomes of implementation of a diagnostic instrument designed to assess organizations' readiness for learning and evaluation. The instrument was used with eight U.S. organizations and found to be capable of identifying areas of strength on which to build evaluation efforts and areas in need of development for creating and sustaining learning from evaluation work. "Three Perspectives of Training Evaluation Based on Organizational Needs" (Eul-Kyoo Bae, Ronald L. Jacobs) argues that HRD professionals must place more emphasis on matching the intents of evaluation, the intended users, and aspects of the evaluative process and information. Three perspectives of stakeholders on evaluation of training were developed as a means for ensuring the match between evaluation intents and activities. All three papers include substantial bibliographies. (MN)

ED 453 439 CE 081 863

Organizational Enhancement. Symposium 30. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference

the Real World" (Marilynn N. Butler) discusses the questionable methodology by which the credentials for trainer certification programs are validated. (Contains 35 references.) (KC)

ED 453 457 CG 030 379

Lenz, Janet G.
Paraprofessionals in Career Services: The Florida State University Model.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Cooperation; *Graduate Students; *Guidance Programs; Higher Education; Models; *Paraprofessional Personnel; Training Objectives
IDENTIFIERS- *Florida State University

This report is designed to provide information on the model developed for the career advisor (CA) program at the Florida State University (FSU) Career Center. The program serves the dual role of providing career services to the students along with training the next generation of career services providers. Since the career advisors who work in the Center have not completed their degrees and formal training, they are considered paraprofessionals. Two criteria to be considered for the role of CA are the successful completion of FSU's career planning class and a major in career counseling and higher education programs. The CA's primary role is providing direct services in the Career Library during drop-in hours. They can also be involved in the Career Center outreach activities and workshops. In addition, they have the option of helping teach a section of a career planning class or can serve as a peer career liaison to selected schools and colleges. The model program equips career advisors with skills and knowledge that will help them launch their professional careers, and also enhances the services of the University by creating a quality team for providing direct services to its clients. (Contains 14 appendixes and 11 references.) (JDM)

ED 453 458 CG 030 447

Ragin, Nancy W.; And Others
Strategies for Resolving Conflicts.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict; *Conflict Resolution; Coping; *Elementary Secondary Education; Force Field Analysis; *Group Dynamics; *Interpersonal Relationship; Leadership Styles; *Peer Relationship; Social Problems

Conflict is a phenomenon of human relationships that occurs when an individual's needs are not being satisfied. This paper explains why it is crucial to recognize and deal with conflict on different levels of education. Chapter 1 discusses coping with conflict. It describes several management styles (competition; collaboration; avoidance; accommodation;

This paper examines various reasons that would account for school violence and considers ways educators can help eliminate violence from schools. The negative impact of violence in the media and easy access to guns are mentioned as probable causes of violence in youth. Students who do not feel part of the school community often resort to violence to solve interpersonal conflicts. Schools do not help the situation when they are overcrowded, offer poor instruction, and do not structure opportunities for pro-social peer interactions. Schools have increasingly adapted a law enforcement model instead of an educational model to support violence reduction. Use of searches; metal detectors; sniff searches; boot camps; video monitoring; and extra police patrols around schools point to the punishment orientation that predominates the reactions of schools towards violence today. Several actions are identified that can help schools move to a proactive solution. Smaller class sizes; emphasis on character development rather than behavior management; teaching anger management and conflict resolution skills; and increasing contact between youth and appropriate role models are all recommendations that will help students rethink their perspective on violence. Ultimately violence control is a community problem that must be addressed through social reform measures. Working towards eradicating poverty; alleviating family stress; improving job opportunities; and curbing gun and drug access in neighbors all help families and youth combat the problems of violence. (JDM)

ED 453 479   CG 030 960

Creciendo Sin Drogas: Guia de Prevencion para Padres (Growing Up Drug-Free: A Parent's Guide to Prevention).
PUB DATE- 01
NOTE- 53p.; For the English version of this document, see ED 426 336.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drug Education; *Elementary Secondary Education; Hispanic American Literature; *Hispanic Americans; *Interpersonal Communication; Intervention; *Parent Child Relationship; Parent School Relationship; *Prevention; School Safety

This publication is part of the Department of Education's ongoing effort to provide information to emerging populations in their native language on how to create and maintain drug-free and safe schools across the nation. Throughout the publication are personal stories and artwork of elementary and secondary school students that promote the message of drug abstinence and non-violence. Chapters include: (1) "How This Book Will Help You"; (2) "Laying the Groundwork," which guides parents in creating a space to talk about drugs with their children; (3) "Talking with Your Children Effectively," which introduces the concept of "teachable moments" and includes handling family history of alcoholism or drug abuse; (4) "Your Child's Perspective," which discusses what attracts children to try drugs; (5) "How to Teach Your Child about Drugs," which covers approaches for specific age groups from preschool through high school; (6) "What To Do If You Think Your Child Might Be Using Drugs"; (7) "Getting Involved and Staying Involved," which covers parent-school partnerships and community efforts for drug abuse prevention; (8) "Specific Drugs and Their Effects," which gather information about different careers. (JDM)

ED 453 500 CG 030 996

Henderson, Phyllis; Self, Eileen Fernandez; Jones, Mary Ann
Screening for Pervasive Intolerance in Admissions Candidates.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Conference of the American Counseling Association (San Diego, CA, April 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Bias; *Counseling; *Counselor Training; Graduate Students; Higher Education; Models; *Racial Attitudes; Screening Tests; Student Attitudes; *Workshops

This paper describes the Pre-Admission Workshop, which is designed as a screening procedure to achieve optimal selection outcomes for graduate study in counseling. The workshop not only assesses the academic potential of the applicants, but also allows for observation of multicultural competencies developed by Sue, Arredondo, and McDavis (1992). It gives counselor educators the opportunity to address an applicant's ideology that may be racist and unamenable to remediation. The rationale for the admissions screening model is that stronger attention should be given to malignant personality characteristics that are resistant to change and would call for the interventions that go beyond the scope of the graduate preparation programs. The workshop approach to graduate admissions is experimentally based and is intended to supplement the traditional measures used to select candidates for degrees in counseling. Sample questions and criteria for evaluation are included. Preliminary qualitative results of the pilot workshop suggest that the experience is beneficial, positive, and an excellent introduction to the counseling program. (JDM)

ED 453 501 CG 030 998

Manix, Mary M.
Posttraumatic Stress Disorder in Children Exposed to Man-Made Disasters.
PUB DATE- 01
NOTE- 71p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Children; *Counseling; Counselor Training; *Emotional Disturbances; Group Counseling; Literature Reviews; Mental Health; *Posttraumatic Stress Disorder; Violence; War
IDENTIFIERS- Childhood Experiences; Man Made Disasters; *Witnesses to Violence

This paper reviews the literature published in the last 10 years that focused on posttraumatic stress disorder (PTSD) in children exposed to man-made disasters such as war, school shootings, and the Oklahoma City bombing. As mass violence continues in society, mental health professionals need to be prepared to treat child victims of such disasters. A presentation of the literature on children's exposure to political violence is followed by studies that examined extrafamilial violence. Definitions of relevant terms and a survey of the instruments used in research are followed by a discussion of methodological issues and limitations revealed by

Effective Strategies for Home-School Partnerships in Reading.
PUB DATE- 01
NOTE- 63p.; M.A. Research Project, Saint Xavier University and
  SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Family School Relationship; Grade
  1; Grade 2; *Instructional Effectiveness; Parent Attitudes;
  *Parent Participation; Primary Education; *Reading Attitudes;
  *Reading Instruction; Workshops

This study examines a program for improving home-school relationships concerning literacy development. The targeted population consists of parents and students from one first- and one second-grade classroom in an elementary school in a small midwestern city. Parent and student interaction and feelings about reading were measured by weekly reading logs and parent and student attitude surveys. Analysis of a probable cause data revealed that parents reported a low level of understanding of current strategies for assisting their children at home. Review of the home-school relationship also revealed insufficient home-school communication and a lack of understanding of the amount of at-home reading required for the enhancement of early literacy. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of interventions: a series of parent workshops for the two targeted classrooms; weekly reading logs; and parent communication newsletters related to home-school partnerships. Post-intervention data indicated an increase in at-home reading, an improvement in school/home communication, and an increase in parent knowledge of at-home reading strategies. There was also an improvement in parent and student attitudes toward reading and an increase in parental involvement with students' literacy experiences. (Contains 37 references and 21 figures of data. Appendixes contain parent survey, student survey, letter to parents, a workshop invitation and evaluation form, a newsletter, and more data.) (Author/RS)

ED 453 523   CS 014 397

Rogers, Sue F.
Every Practicum Has a Story: Designing An Effective Content Area
  Reading Practicum for Preservice Teachers.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the College
  Reading Association (45th, St. Pete's Beach, FL, November 3,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *Field Experience Programs;
  Higher Education; Middle Schools; Practicum Supervision;
  *Practicums; Preservice Teacher Education; Program
  Effectiveness; Program Implementation; Student Surveys; Student
  Teachers; Teacher Surveys

A study was conducted concerning the development, implementation, and evaluation of a preservice teacher field practicum for a content area reading course. The evaluation includes supervising and preservice teachers' survey results identifying the strengths and weaknesses of the field placement. Survey participants included 11 students enrolled in 2 content area variety of subjects, build vocabulary, become familiar with rich language patterns, develop familiarity with story structure, develop understanding of the reading process, and identify reading as an enjoyable activity. This intervention also included creating a comfortable and print-rich reading environment and teacher modeling. Post-intervention data indicated that students' recreational reading habits improved, the students' desire for their teacher to read aloud to them on a daily basis increased, and students' reading habits at home were positively influenced. (Contains 26 references, 2 tables, and 6 figures of data. Appendixes contain parent surveys, student surveys, observation checklist, a 21-item recommended list of read-aloud books, and a consent form.) (Author/RS)

ED 453 542 CS 217 552

Glowacki, Deborah; Lanucha, Cheryl; Pietrus, Debra
Improving Vocabulary Acquisition through Direct and Indirect Teaching.
PUB DATE- 01
NOTE- 72p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Sustained Silent Reading; *Vocabulary Development
IDENTIFIERS- Direct Instruction; Illinois (Chicago)

Students who lag behind in vocabulary commonly experience academic failure. A student's vocabulary knowledge directly impacts reading comprehension. To improve comprehension, students need exposure to a variety of literature and opportunities for meaningful practice of vocabulary they encounter daily. Vocabulary is developed through a variety of experiences including extensive opportunities with reading. Teacher observations, test scores and surveys of the targeted student body (grades two/three Montessori, and grades five and six self-contained classes at three different Chicago, Illinois public schools) will be examined to explore a correlation between vocabulary knowledge and reading comprehension. Analysis of the literature revealed that lack of vocabulary knowledge can be attributed to parental influences and socioeconomic factors, lack of students' prior knowledge and deficiencies in instructional strategies. A review of the solution strategies suggested by the professional literature and an analysis of the problem resulted in a combination of a direct and indirect intervention. The direct methods included providing strategies for learning vocabulary independently. The indirect method included reading aloud to students and monitoring students as they engaged in sustained silent reading. Post intervention data indicated that as a result of direct and indirect vocabulary teaching, students demonstrated an increase in vocabulary growth. Students also demonstrated an increase in their reading comprehension. (Contains 60 references, and a table and 9 figures of data. Appendixes contain the parent survey, reading logs, the student survey instrument, and vocabulary tests.) (Author/RS)

ED 453 543 CS 217 553

Oral Language Developmental Continuum: Second-Fifth Grades.

Persuasive Messages within the ELM.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Convention of the Broadcast Education Association (46th, Las Vegas, NV, April 20-23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Education; *Instructional Effectiveness; *Mass Media Effects; *Mass Media Role; *Television Commercials
IDENTIFIERS- Elaboration Likelihood Model; *Media Literacy

This study adds to the small but growing body of literature that examines the effectiveness of media literacy training on children's responses to persuasive messages. Within the framework of the Elaboration Likelihood Model (ELM) of persuasion, this research investigates whether media literacy training is a moderating variable in the persuasion process and whether such training affects children's attitudes toward a product of high personal relevance. A posttest-only experimental design with random assignment was used to test five independent variables: active cognitive processing; attitude toward product; attitude toward advertisement; attitude toward television advertising in general; and attention to peripheral cues. It was hypothesized that subjects exposed to media literacy training would follow the central route to persuasion, as opposed to the peripheral route, and have more positive attitudes toward an advertised product when exposed to many and few strong quality arguments. Test results suggested that media literacy training was not a moderating variable in the ELM. Additionally, no evidence was found to support the prediction that media literacy, argument quality, and number of arguments influence children's attitudes. However, results indicated that media literacy training did produce differences in attitudes among subjects. The findings suggest that media literacy training makes subjects more skeptical of commercial messages because they are more aware of the techniques used by advertisers to try and persuade viewers. If children can become more aware of the persuasive techniques used by advertisers, then they will be better equipped to analyze commercials more critically and hopefully make better decisions about products. Contains 56 references and 8 notes. (Author/RS)

ED 453 564 CS 510 578

Yates, Bradford L.
Applying Diffusion Theory: Adoption of Media Literacy Programs in Schools.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Instructional Development; *Instructional Innovation; Mass Media; Program Implementation; *State Standards
IDENTIFIERS- *Media Literacy

Recent research indicates that 48 of the 50 states have school

DESCRIPTORS- *Academic Achievement; *Cooperation; *Educational
Change; Elementary Secondary Education; *Evaluation;
*Leadership; Public Schools; School Culture; Teacher Improvement

Organizational change in educational systems' research has provided valuable lessons that address the improvement of schools. School-improvement programs specifically target schools with underachieving and high-poverty populations of students with the intention of improving educational inequities. While these and other current reform initiatives have incorporated recommendations from research regarding the implementation of innovative programs, less is known about enhancing the sustainability of such programs after the initiatives end. To investigate the sustainability of reform initiatives centered in research-based practice, a study of districts was conducted, termed the "Enhancement Initiative," that had initiated a state-sponsored reform effort 10 years prior to the investigation. It established seven focus areas to be addressed by a district involving a sample of its schools. The Enhancement Initiative promoted locally designed, developed, and implemented reform that focused on identifying measurable student learning goals, research-based and innovative instructional strategies, and school-community partnerships. Four districts that had participated in the Enhancement Initiative from 1990 to 1994 were studied nine years after the reform's beginning to determine whether changes that were implemented were sustained. District representatives were questioned about reform changes that had and had not been sustained, and factors that promoted or hindered the retention of changes made under the reform program. The report presents a review of the pertinent research, and then presents the study methodology and results of factors influencing the sustainability of reform. An appendix includes instruments used for case-study interviews. (Contains 42 references.) (DFR)

ED 453 584 EA 031 024

Lauder, Hugh; Hughes, David
Trading in Futures: Why Markets in Education Don't Work.
PUB DATE- 99
NOTE- 190p.; With contributions from Sue Watson, Sietske Waslander, Martin Thrupp, Rob Strathdee, Ibrahim Simiyu, Ann Dupuis, Jim McGlinn, and Jennie Hamlin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Change;
Elementary Secondary Education; *Equal Education; Foreign
Countries; *Parent Empowerment; *Parent Role; Politics of
Education; Public Schools; Racial Segregation; *School Choice;
School Effectiveness; Social Discrimination; Socioeconomic
Influences; *Student Recruitment

Throughout the English-speaking world, and now Western Europe and parts of East Asia, parental choice and educational markets are being seen by politicians and policy advisors as the panacea to problems of low educational standards and social exclusion. This book tests the key assumptions underlying the faith in markets by linking an analysis of parental choice to flows of students between schools and their impact on school effectiveness. The results of this study suggest that the ability to realize choices is dependent on social-class, gender, and ethnicity, and that this can have a negative impact on some schools' performance. Rather than raising standards, the impact of markets is to polarize them, leading to an after KERA's implementation. However, examination of resource accessibility, within the framework of this analysis, supports a conclusion that progress has been made in attaining equity in Kentucky school districts on the state-mandated assessment of student performance. The wide variety in quality in school performance in Kentucky since KERA suggests that not all schools and districts are likely to utilize the resources at their command equally well. This study is only one step toward understanding the relationships among equity, adequacy, and equity outcomes of KERA. (Contains 16 references and 10 tables.) (Author/RT)

ED 453 603 EA 031 072

Pini, Monica Eva
Moving Public Schools toward For-Profit Management: Privatizing the Public Sphere.
PUB DATE- 01
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporations; Elementary Secondary Education; Graphic Arts; *Marketing; *Private Sector; *Privatization; *Public Schools; *World Wide Web
IDENTIFIERS- Educational Management Organizations

A study examined the design, imagery, and language of the Web sites of six major Education Management Organizations (EMOs), companies that manage schools for profit. The six companies are Advantage Schools, Inc.; Beacon Education Management, Inc.; Edison Schools; The Leona Group; L.L.C.; Mosaica Education; and National Heritage Academies. The educational benefits promised by these companies and the strategies they use to attract students are compared with one another and with those of public schools. The primary conclusion is that the EMOs promise competitiveness, efficiency, and consumer choice, but may also ignore the concerns of equity, citizenship, and solidarity. The results also suggest that the actual difference between public and corporate education may be a difference in parental perception related to better corporate marketing, with advertising strategies based on misleading generalizations, evidence that may be absent or simplistic, and evocative rhetoric. Other concerns include: the need for continued corporate expansion to remain profitable, the tendency to have younger, and less experienced teachers or ones who do not belong to unions, and the reliance on parental volunteer work. EMO claims for having smaller classes and schools, longer school days, and more use of technology may be accurate. (Contains 42 references and 13 tables.) (RJK)

ED 453 604 EA 031 074

The Lost Opportunity of Senior Year: Finding a Better Way. Preliminary Report.
PUB DATE- 01
NOTE- 47p.; A preliminary report by The National Commission on the High School Senior Year, created by a partnership between the U.S. Department of Education, the Carnegie Corporation of New York, the Charles Steward Mott Foundation, and the Woodrow Wilson National Fellowship Foundation.

provision; (5) differences between special education and Section 504; (6) the eligibility of some students for Section 504 accommodations and special education services; (7) the ineligibility of some students who are receiving Section 504 services for special education services; (8) out-of-level testing; (9) limited English proficient students; (10) what is meant by the law's requirement that a student must be regarded by others as having an impairment for 504 accommodations; and (11) documentation of a disability. The paper closes with a list of examples of adaptations that are allowed for Section 504 accommodation plans and those that are not allowed. (CR)

ED 453 623 EC 308 431

Tobin, Tary; Martin, Emma
Can Discipline Referrals Be Reduced by Functional Behavioral Assessments?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Kansas City, MO, April 19-21, 2001). This report covers one aspect of a larger research project, "Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders" (Grant #H324N980024, U.S. Department of Education).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Discipline; Elementary Education; Emotional Disturbances; Evaluation Methods; *Inservice Teacher Education; *Instructional Effectiveness; *Intervention; Professional Development; *Referral; *Student Evaluation
IDENTIFIERS- *Functional Behavioral Assessment

This report discusses preliminary results from a project designed to develop and test a practical approach to the identification of, and intervention with, students who have, or are at risk, for emotional and behavioral disorders. The study includes data from 28 elementary students with behavioral problems that concerned the classroom teachers. In a training program in functional assessment and intervention called "Individualized Positive Support" (IPS), teachers learned basic functional assessment methods and developed hypotheses and competing behavioral analyses. They also learned how to use the information from the functional assessment to develop and use positive, individualized interventions. The report focuses on the change in discipline referral rates for eight students who had discipline referrals and for whom functional assessment led to individualized, positive results. Seven of the eight students decreased their referral rates after their teachers participated in IPS. One student, who had not been referred for discipline problems before the IPS training, was sent to the principal's office after the IPS training. Of the seven who decreased their referral rates, six had zero referrals during the follow-up period of two to six months. Specific outcomes for each of these students is described. (Contains 32 references.) (CR)

ED 453 624 EC 308 432

Meisel, Sheri; Leone, Peter; Henderson, Kelly; Cohen, Mary
Collaborate To Educate: Special Education in Juvenile Correctional Facilities.

ED 453 649 EF 005 946

Improving Security in Schools. Managing School Facilities, Guide 4.
PUB DATE- 96
NOTE- 51p.; Produced by the Department for Education and Employment, Capital and Buildings Division.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alarm Systems; *Educational Facilities; Elementary Secondary Education; Foreign Countries; *Guidelines; Parking Facilities; *Risk Management; School Administration; *School Security
IDENTIFIERS- Access to Facilities; United Kingdom

This booklet offers guidance on how to improve school security, including advice on the management of security and the roles of local education authorities, school governors, and headteachers. The guide describes how schools can carry out their own security surveys, assess themselves in terms of risk, and then consider security measures appropriate to that level of risk. The selection of specific security measures is discussed including visitor access control, fire detection systems, cash handling, out of hours access, property marking, computer security, intruder alarms, secure storage, and car parking and vehicle security. (GR)

ED 453 650 EF 005 947

Isbell, Paul
Purchasing Energy. Managing School Facilities, Guide 5.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decentralization; Elementary Secondary Education; *Energy Management; Foreign Countries; *Guidelines; Public Schools; *Purchasing
IDENTIFIERS- *Cost Containment; *Energy Consumption; United Kingdom

This booklet examines the purchasing choices which will be available with the introduction of full competition for all electricity and gas supplies in the United Kingdom, giving schools the chance to make significant savings on energy costs. The guide offers detailed purchasing information on such topics as tariff structures, contract energy management, the types of contract energy management available, and transportation charges. The central role of energy management is stressed, and the accounting procedures and tools required to maximize savings are described. (GR)

ED 453 651 EF 005 948

Fire Safety. Managing School Facilities, Guide 6.
PUB DATE- 00
NOTE- 53p.

Dam, Phap
Old Habits Die Hard: Persistent Errors in English Written by Vietnamese Speakers.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (Phoenix, AZ, February 20-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Code Switching (Language); Contrastive Linguistics; *English (Second Language); *Error Analysis (Language); *Interference (Language); Interlanguage; Learning Processes; Limited English Speaking; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages; *Vietnamese; *Written Language

Language educators find two kinds of errors in the interlanguages of language learners: developmental and interference. While developmental errors reflect a normal pattern of development common among all language learners, interference errors are caused by the learners' native languages. This paper deals with a number of die-hard types of interference errors found in English written by Vietnamese speakers. The most persistent errors involve the handing of the linking verb "to be" before adjectives; indefinite and definite articles; complicated verb tenses; subject pronoun and object pronouns; and complex sentences introduced by subordinate conjunctions. It is recommended that these errors be politely called to the speakers' attention and that practice and monitoring are the most effective ways to correct these interference errors. (KFT)

ED 453 673 FL 026 733

Kopriva, Rebecca; Sexton, Ursula M.
Guide to Scoring LEP Student Responses to Open-Ended Science Items. SCASS LEP Consortium Project.
SPONS. AGENCY- American Association for the Advancement of Science, Washington, DC.
PUB DATE- 99
NOTE- 67p.; Product of the Council of Chief State School Officers, State Collaborative on Assessment and Student Standards (SCASS) LEP Consortium in collaboration with the Improving Achievement in High Poverty Schools Project (IAHPSP). Supported by the member states of New York and Texas.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English (Second Language); Examiners; Factor Analysis; *Limited English Speaking; Second Language Instruction; Second Language Learning; *Student Evaluation; *Teacher Education; *Test Construction; Test Format; Test Theory; Test Validity

To date, little work has been done to ensure limited English proficient (LEP) students are accurately assessed on a large scale. The purpose of this guide is to help scorers in high volume situations to be able to effectively evaluate the open-ended responses of this population. Section one of this guide presents a brief overview of the State Collaborative on Assessment and Student Standards (SCASS) LEP Consortium Project

NOTE- 41p.; For Reports 1, 3, and 4, see FL 801 444-47.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Federal Legislation; Foreign Nationals; *Immigrants; *Immigration; Limited English Speaking; *Personal Narratives; Political Attitudes; Spanish Speaking

This report focuses on "at risk" immigrants in the United States. This second report in the series focuses on obstacles to immigration. This series does not seek to advance specific policies or reforms. It intends merely to relate the stories of newcomers in the confidence that they will speak powerfully for themselves. This report outlines the myriad of ways in which the naturalization process is threatened, and urges a more clear-headed and fair approach to protecting and administering immigration laws. The following topics are addressed in this report: denaturalization; the backlog; customer service; fee increases and the availability of fee waivers; elderly and disabled applicants; good moral character; the naturalization test; and denials. A glossary of terms is appended. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 453 695 FL 801 447

The Needless Detention of Immigrants in the United States: Why Are We Locking up Asylum Seekers, Children, Stateless Persons, Long-Term Permanent Residents, and Petty Offenders? Report 4.
PUB DATE- 00
NOTE- 47p.; For Reports 1-3, see FL 801 444-46.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Federal Legislation; *Immigrants; *Immigration; Limited English Speaking; *Personal Narratives; Political Attitudes; Spanish Speaking

This report focuses on "at risk" immigrants in the United States. This fourth report in a series contributes to the now extensive literature on the suffering caused by the INS detention system, with a particular focus on persons who should not be detained, and the INS's failure to pursue alternatives for groups that it should not and need not detain. This series does not seek to advance specific policies or reforms. It intends merely to relate the stories of newcomers in the confidence that they will speak powerfully for themselves. Topics covered include the following: detention of people fleeing persecution; detention of women and children; indefinite, mandatory, and secret evidence detainees. Recommendations are made for reforms. A glossary of terms is appended. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 453 696 FL 801 448

Florez, MaryAnn Cunningham
Creating Lessons for Adult ESOL Learners: Getting Started.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the Virginia Association of Adult and Continuing Education (Virginia Beach, VA, May 5, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Finance; *Financial Support; Foreign Countries; Higher Education; *Political Influences; Public Colleges; Social Influences
IDENTIFIERS- *Makerere University (Uganda); *Reform Efforts; Uganda

This article is part of a series examining the state of higher education in Africa at the end of the 20th century. It tells the dramatic story of how Makerere University in Uganda has addressed the pervasive problem of how to provide quality education at the tertiary level without undue financial dependence on the state. It describes the main reform measures adopted, considers some of the reasons for the success of the chosen measures, identifies remaining issues for attention and looks at the question of sustainability. In the past 7 years, Makerere has moved from the point of collapse to the point where it can aspire to be one of the preeminent capacity-building and intellectual resources in Uganda. Restructuring has had three central and related elements: (1) implementing alternative financing strategies; (2) installing new management structures; and (3) introducing demand-driven courses. In the space of 5 years, Makerere has moved from an institution where none of the students paid fees to one at which more than 70% do. More than 30% of the university's revenue is not internally generated, and the cost to the government has been dramatically reduced, allowing the channeling of more funds to primary education in Uganda. Among the most important contextual factors has been macro economic reform in the country. Inside the university, much of the credit must go to university leadership, which has been imaginative and energetic. Still to be resolved are issues related to the regulatory framework that governs Makerere's relationship to the growing network of private universities in Uganda. The accomplishment of Makerere demonstrates the variety of contextual and institutional factors that are needed for effective management of resources. (Contains 2 tables, 1 figure, and 20 references.) (SLD)

ED 453 719 HE 034 041

Girdwood, Alison
Tertiary Education Policy in Ghana. An Assessment: 1988-1998.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational Finance; *Educational Policy; Financial Support; Foreign Countries; Higher Education; *Policy Formation; *Political Influences
IDENTIFIERS- *Ghana; *Reform Efforts

This study was one of several activities conducted at the end of a 5-year World Bank/Government of Ghana project, the Tertiary Education Project (TEP). This project was designed to assist the government of Ghana with the restructuring and quality enhancement of its tertiary education sector. Although the government had prepared an ambitious reform program, implementation experience was mixed, and many key policy elements were reversed or ignored. The groundwork has been laid for a number of reforms, but it seems likely that the gains interviewed in 1993 and again in 1994 and 1997. States were identified by level of attraction, with high attractor states identified as those that drew 40% or more of their students from out of state, and low attractor states those that attracted fewer than 40% of their students from out of state. More than three-quarters of the 1992-1993 bachelor's degree recipients graduated from a college or university in their own state of residence, and nearly 90% graduated from an institution in their own geographic region. States in New England enrolled a lower percentage of residents as students than did states in the Southwest, Far West, Great Lakes, and Southeast regions. States in New England also retained a lower percentage of graduates as residents 4 years after graduation than states in the Southwest and Far West regions. Students whose 1993 residence was in New England were more likely to have migrated to another region by 1997. High retention states that retained residents as students kept 63% of graduates as residents 4 years after graduation. About 84% of students who graduate from an in-state college in a high retainer state lived there 4 years later, and high-attractor states kept 17% of these out-of-state graduates as residents 4 years after graduation. Sixty-four percent of students who went to college out of state returned to their original state of residence 1 year after graduation. (SLD)

ED 453 740 HE 034 065

Whittington, L. Alfons
Factors Impacting on the Success of Distance Education Students of the University of the West Indies: A Review of the Literature.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Students; *Distance Education; *Educational Attainment; Foreign Countries; Higher Education; Literature Reviews
IDENTIFIERS- *University of the West Indies (Barbados)

This review of the literature examined a number of specific factors as they relate to the persistence and achievement of persons involved in distance learning. These factors are: (1) media of instruction; (2) instructor contact; (3) locus of control; and (4) certain demographic characteristics such as age, gender, income, and educational level. In preparation for the review, a search of a number of databases, including the Educational Resources Information Center (ERIC), Dissertation Abstracts Online (DAO), and Psychological Abstracts, was undertaken using these descriptors: attrition, dropout or persistence in distance education, achievement and performance in distance education, locus of control, instructor support and delivery model and demographic factors impacting distance education. It is clear from the review that the findings regarding the impact of the various factors on educational outcome are mixed due to inconclusive research findings and the lack of gereralizability, a finding attributed to the lack of common definitions. (Contains 92 references.) (Author/SLD)

ED 453 741 HE 034 066

Peddle, Michael T.; Trott, Charles E.
Does Illinois Retain Its IT Majors upon Baccalaureate Completion?

Regional Profiles of Higher Education, 2001. Guide.
PUB DATE- 01
NOTE- 158p.; For the 2000 "Profiles," see ED 446 499.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Demography; Educational Planning; Enrollment; *Financial Policy; Financial Support; Foreign Countries; *Geographic Regions; *Higher Education; International Education; Profiles; Statistical Data; Undergraduate Students; Universities
IDENTIFIERS- *England

This is the third annual edition of the regional profiles of higher education. As in previous editions, this report sets out a range of data on the pattern of higher education in each of the nine regions of England. The regional dimension of higher education continues to grow in importance. Higher education in England retains its core academic and intellectual purposes of teaching students and undertaking research, but there is a growing recognition that universities and colleges do not operate in isolation from the communities in which they are located. As the regions gain in significance as a focus for economic regeneration and development activity, appreciation of the regional contribution of higher education institutions increases correspondingly. Data are presented in charts and graphs for each of the nine regions. Three appendixes list data sources, regional consultants for the Higher Education Funding Council for England, and useful addresses. (Contains 167 figures and 10 maps.) (SLD)

ED 453 761 HE 034 087

Foundation Degrees: Report on Funded Projects.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Degrees (Academic); Educational Finance; *Financial Support; Foreign Countries; Higher Education; *Program Development; *Resource Allocation
IDENTIFIERS- *England; *Foundation Skills

This publication provides details of development funds and additional student numbers allocated to support the introduction of foundation degrees in the 2001-2002 academic year. The policy aims of foundation degrees are to address shortages of intermediate level skills in the national and regional economies and to enhance the employability of students. Foundation degrees are also designed to widen participation in higher education and to contribute to lifelong learning. Higher education institutions were invited to bid for funds to develop and deliver prototype foundation degree programs. This report contains summaries of the 40 prototype foundation degree programs and sources of further information. In November 2000, the Higher Education Funding Council for England allocated 5,186, 805 British pounds for development funds and 2,123 additional student numbers for foundation degree programs. The first appendix lists members of the Foundation Degree Assessment Panel, and the second appendix contains the prototype summaries. The third appendix lists the acceptances of the foundation degree programs. (SLD) of support that will connect families, schools, and communities to technology in strong, supportive, and mutually beneficial ways. This videotape introduces people who are involved with promising programs designed to bridge the digital divide with support systems. (MES)

ED 453 783   IR 020 625

McNabb, Mary; Hawkes, Mark; Rouk, Ullik
Planning for D Cubed T: Data-Driven Decisions about Technology. CD-ROM with Critical Issues in Evaluating the Effectiveness of Technology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.; Cover page varies. Reprinted from "The Secretary's Conference on Educational Technology, 1999" (Washington, DC, July 12-13, 1999). For full text of this report: http://www.ed.gov/Technology/TechConf/1999/confsum.html. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- ses of default. Appendixes present sample Perkins loan and NDSL promissory notes and an addendum ,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Information Technology; *Instructional Effectiveness; Optical Data Disks
IDENTIFIERS- *Technology Plans
This booklet discusses the following critical issues in evaluating the effectiveness of technology in education: (1) The effectiveness of technology is embedded in the effectiveness of other school improvement efforts; (2) Current practices for evaluating the impact of technology in education need broadening; (3) Standardized test scores offer limited formative information with which to drive the development of a school's technology program; (4) Schools must document and report their evaluation findings in ways that satisfy diverse stakeholders' need to know; (5) In order for evaluation efforts to provide stakeholders with answers to their questions about the effectiveness of technology in education, everyone must agree on a common language and standards of practice for measuring how schools achieve that end; (6) The role of teachers is crucial in evaluating the effectiveness of technology in schools, but the burden of proof is not solely theirs; and (7) Implementing an innovation in schools can result in practice running before policy. The accompanying CD-ROM presents a three-fold approach to designing an evaluation for technology education that asks school improvement teams to think about evaluating technology from the systemic organization, teaching practice, and student learning perspectives. (MES)

ED 453 784   IR 020 626

Using Technology To Learn and Learning To Use Technology. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

composed of a JAVA client which runs on the user's Web browser and allows access to the system; a broker, based on JAVA servlet technology; and a set of distributed, non-compatible image databases located all over Europe. This paper discusses the major design emphasis in the development of the ELISE system; the overall architecture of the ELISE II system; the use of the Z39.50 protocol and Dublin Core metadata standard; HUNT and RTE databases mappings; implementation of the GUI client; and implementation of the broker. (AEF)

ED 453 803   IR 020 649

Richey, Rita C.; Fields, Dennis C.; Foxon, Marguerite
Instructional Design Competencies: The Standards. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 184p.; With Robert C. Roberts, Timothy Spannaus, and J. Michael Spector. Published in cooperation with the International Board of Standards for Training, Performance and Instruction (IBSTPI).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Competence; *Design Preferences; Design Requirements; Designers; Educational Development; Educational Practices; Educational Technology; *Instructional Design; Instructional Development

In 1986, the International Board of Standards for Training, Performance, and Instruction (IBSTPI) published the first edition of "Instructional Design ID Competencies: The Standards." It was the culmination of work that began in 1978. In this third edition, IBSTPI presents its latest view of the competencies of instructional designers. It is a greatly expanded view that reflects the complexities of current practice and technology, theoretical advancements, and the social tenor of the times. The level of proficiency described in the 1986 Competencies was taken to represent an instructional designer who would probably have at least three years of experience in the field beyond entry-level training. The current revision takes this notion considerably further in two ways. First, it discriminates between the essential and the advanced levels. Second, it discriminates between competencies which are universally recognized as required of all practitioners and those which have broad but not universal support. The current edition has added a section called "Professional Foundations." This section explicitly recognizes the importance of a knowledge base for ID and the professional responsibility practitioners have for career-long learning and update of that knowledge base. This recognition of knowledge as a foundation to practice was left implicit in the first version. The current revision has also found a way to recognize the importance of technological competence for the practitioner while continuing to recognize both the volatility and the context-specificity of expertise with any particular technology. The section now called "Implementation and Management" represents a considerable strengthening of the intent of the original. This represents both a better awareness of the role these competencies play in ID and also the increasing importance of ID in the success of knowledge-based enterprises, especially in business environments. Chapters are: (1) "Instructional Design Competence"; (2) "The 2000 IBSTPI investigates differences in student outcomes from courses that adopt these two approaches to organizing computer laboratory classes. In the study, two previously developed instruments, the Computer Laboratory Environment Inventory (CLEI) and the Attitude towards Computing and Computing Courses Questionnaire (ACCC), were used. The CLEI has five scales for measuring students' perceptions of aspects of their laboratory environment. These are student cohesiveness, open-endedness, integration, technology adequacy, and laboratory availability. The ACCC has four scales--anxiety, enjoyment, usefulness of computers, and usefulness of the course. Of the environment variables, differences were found for open-endedness, technology adequacy, and laboratory availability. There was also a difference for anxiety. There was no significant difference in student achievement in the course. (Contains 12 references.) (MES)

ED 453 821 IR 020 705

Warger, Thomas, Ed.
The EDUTECH Report, 2000-2001.
PUB DATE- 01
NOTE- 98p.; For the 1998-1999 issues, see ED 428 748. Document printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; *Computer Uses in Education; Distance Education; Educational Administration; *Educational Technology; Higher Education; Information Services; *Information Technology; Technological Advancement
IDENTIFIERS- Technology Role

This document consists of 12 issues, an entire volume year, of the EDUTECH Report. The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue contains two feature articles, a page of news briefs, a preview of the upcoming issue, and a question and answer column. Most issues also contain brief quotations on education technology topics. The following cover articles appeared from April 2000-March 2001: (1) "Connected Learning"; (2) "How Ya Gonna Keep 'Em at Dot Edu after They've Seen Dot Com? Hiring and Keeping IT Staff" (Howard Strauss); (3) "Reorganizing IT for the Future: Doing It Ourselves" (Dagrun Bennett); (4) "The Ecology of Computing Services" (Michael Roy); (5) "Hot Issues 2000-2001"; (6) "Information Technology in the Consortium Setting"; (7) "IT Decision Making Really Is Different"; (8) "Preparing Technical Instructors through Multiple Delivery Systems" (Chris Zirkle); (9) "From Inside the Library: A Perspective on IT"; (10) "Bringing the Subject of IT into the Curriculum"; and (11) "Technology and Unrest in Educational Institutions." (MES)

ED 453 822 IR 020 706

McKenzie, Jamie
Planning Good Change with Technology and Literacy.
PUB DATE- 01
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive

*College Faculty; *Community Colleges; Educational Change; Newsletters; *Partnerships in Education; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document is comprised of four Faculty Association of California Community Colleges (FACCC) newsletters. The September 1999 issue is entitled "Capitol Comments: Read What Lawmakers Say about Community Colleges in Response to the Third FACCCTS Legislator Poll." This newsletter contains the following articles: "Capitol Comments," which examines how community colleges have touched the lives of legislators, why they think highly of the California Community Colleges system, and how they plan to help; and "Authors Debunk Prop 209 Myths," which demonstrates how practical affirmative action can be. The December 1999 issue is entitled "The Spirit of Advocacy." This newsletter contains the following articles: "Transform Partnership for Excellence," which sheds some light on the problems with Partnership for Excellence and why community college leaders must insist on changing; and "Transition to Trustee: A Faculty View," in which the author writes about her experience running for elected office, her toughest decisions as a trustee so far, and why she encourages other faculty members to follow the same path. The March/April 2000 issue focuses on scholarship and public policy, accreditation and quality, the SATs, and the 50 Percent Law, which calls for at least half of each college's unrestricted operational expenditures to go toward direct instruction. Finally, the June 2000 issue examines why American voters nominated Bush and Gore, and discusses Internet research and college FAQs (frequently asked questions). These newsletters also contain a variety of Feature columns and articles such as "Letters to the Editor," "Fast FACCCTS," "Budget: Investment in Education," "Daylight Shines on Part-Timers," "Higher Ed's Challenges," and "Talking about Teaching." (VWC)

ED 453 842 JC 010 163

California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Compensation (Remuneration); *Employment Level; *Employment Practices; Full Time Faculty; *Part Time Faculty; Salaries; *Salary Wage Differentials; Two Year Colleges
IDENTIFIERS- California Community Colleges

Over the past 5 years, the percentage of credit teaching in the California Community Colleges (CCC) system conducted by part-time faculty has grown from 40 to 47 percent. In fall 1999, two-thirds of teaching faculty were classified as part-time. Part-time faculty do not generally receive medical or retirement benefits and are paid significantly less for the same teaching duties as full-time faculty with similar education and experience. Most districts defend their extensive use of lower paid part-time faculty by citing their dependence on the State for the majority of their financial resources, stating that these funds are not sufficient to meet all their needs. Depending on one's policy perspective, unequal pay for part-time faculty either creates a fiscal incentive for using part-time faculty that may eventually harm the long-term quality of education or represents an appropriate balance of market

Mathematics subtests. Since many students take only portions of the test as first-time examinees, it may be more informative to look at the pass rates for the individual subtests. (JA)

ED 453 863 JC 010 417

Miami-Dade Community College Fall Profile, 1999-2000: Closing Fall Enrollment Analysis. Research Report Abstract.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; Community Colleges; *Enrollment; *Enrollment Trends; School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The purpose of this report is to describe characteristics of students enrolled at Miami-Dade Community College (Florida) campuses and centers during the fall term 1999, and to highlight enrollment changes. Campus and center enrollment includes any student taking a course at that location, while college-wide data give an unduplicated count of students for the term. Highlights include: (1) the fall term 1999 credit enrollment was 46,888, a 1.2% decrease from fall 1998 (this represents 576 fewer students); (2) notable decreases in enrollment occurred for white non-Hispanics (-562 students), males (-380), full-time students (-448), U.S. citizens (-525), students in the 21-25 years-old age range (-406), and students with a native language of English (-1,174); (3) increases occurred for Hispanics (131 students), students with a native language of Spanish (643), students in the 36 years and older age ranges (290), and foreign/visa students (153); (4) 59% of students were taking primarily Associate in Arts courses, 20% Associate in Science courses, and 16% were enrolled primarily in college preparatory courses; (5) fall term enrollment has decreased steadily across the past five years, and there were 4,131 fewer students in fall 1999 than in fall term 1995. (JA)

ED 453 864 JC 010 418

Destination of Miami-Dade County Public High School Graduates the Year Following Their Graduation. Information Capsule.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; *College Bound Students; *Community Colleges; *Enrollment; Enrollment Trends; *High School Graduates; Higher Education
IDENTIFIERS- Florida International University; Miami Dade Community College FL; Miami Dade County Public Schools FL

This research brief examines the destination of Miami-Dade County public high school graduates the year following their graduation. For 1998-99, 58% continued into public postsecondary education, with 37% (375) enrolling at Miami-Dade Community College (M-DCC) (Florida), 9.6% at Florida International University (FIU), and 10.4% at other colleges or universities. The actual number of public high school graduates enrolling at M-DCC increased to 4,932 in 1998-99 (32 students compared to 1997-98). The number enrolling at FIU increased to

on Participating Children and Parents.
PUB DATE- 00
NOTE- 15p.; Paper presented at the National Even Start Association Conference (6th, San Diego, CA, October 22-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Compliance (Legal); Evaluation Methods; *Family Literacy; Family School Relationship; Federal Legislation; Individual Development; *Literacy Education; *Outcomes of Education; Parent Child Relationship; *Parent Education; Preschool Education; *Program Effectiveness; Program Evaluation; Program Improvement; Research Methodology; Statewide Planning
IDENTIFIERS- *Even Start; *Texas

Even Start family literacy programs in Texas were evaluated by outside evaluators. Data were gathered from two groups. The first group consisted of 631 families who were enrolled in 11 Even Start programs in Texas during the 1998-99 and 1999-2000 program years. A survey, in English or Spanish, was administered to all parents in attendance on two days in late spring and academic gains were measured by standardized tests. The second group consisted of 582 families who had exited the same Even Start programs during the 1996-1999 program years. From this second group, about 25 families per program were contacted for data. Some of the findings of the study were the following: (1) parents have definite goals when enrolling in Even Start; (2) parents learn about Even Start from a variety of sources; (3) parents in Even Start increase their reading and writing activities and their academic abilities; (4) participating in Even Start increases the amount of time parents read to their children, help their children with learning activities, and spend with their children's teacher; (5) children in Even Start increase their academic abilities and improve in school; (6) parents are more likely to become employed after participating in Even Start programs; (7) parents in Even Start programs believe they have become good role models for their children; (8) parents who participate in Even Start programs become better consumers; and (9) families who participate in Even Start become more involved in their communities, become healthier, and feel more in control of their lives. (Contains 20 tables.) (KC)

ED 453 369 CE 081 765

Seaman, Don F.; Hoffman, Victoria; Chen, Chia-Yin; Dunn, Yvette T.
Families First Family Literacy Project Annual Report, 2000.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 01
NOTE- 25p.; Other institutions involved in the project were The Center for Improving the Readiness of Children for Learning and Education (CIRCLE), University of Texas at Houston, and The Texas Family Literacy Center, University of Texas at Austin.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; *Family Literacy; Measures (Individuals); Preschool Education; Program Evaluation; Program

DESCRIPTORS- Advisory Committees; Agricultural Education; Agricultural Engineering; Agricultural Occupations; Allied Health Occupations Education; Allied Health Personnel; Apprenticeships; Art; Business Administration Education; Business Education; *Career Choice; Career Planning; Construction (Process); Dietetics; *Employment Opportunities; *Employment Patterns; *Employment Projections; Employment Qualifications; Finance Occupations; Food Service; Higher Education; Horticulture; Hospitality Occupations; Journalism; Journalism Education; Labor Market; Library Science; Manufacturing; Marketing; Nurses; Nursing Education; Occupational Clusters; Occupational Home Economics; *Occupational Information; Police *Ohio
IDENTIFIERS- *Ohio

This resource is designed to provide Ohio labor market information for use with advisory committees to stimulate and inform dialogue about the current evaluation and future planning of programs. It provides reports for 23 career fields in 6 career clusters. Each report highlights careers and occupations in the field and answers these questions: how many jobs; how fast employment will grow; how many job openings are expected; what education and training are required; how much the jobs pay; where the jobs are; and where more information can be found. The report concludes with data sources and descriptions of education and training levels. These career clusters (and career fields) are included: environmental and agricultural systems (horticulture; agricultural services and engineering, natural resources and environmental services); business and management (marketing; hospitality and tourism; food service; administrative support; finance, insurance, and real estate); health services (nursing and dietetics, health care technology, health care therapy); human resources/services (education and training services, legal and protective services); arts and communication (arts and entertainment, media and journalism); and industrial and engineering systems (auto and truck transport; transportation systems design and management; manufacturing engineering and technology; precision production; production maintenance setup and operation; engineering; architecture and drafting; construction). (YLB)

ED 453 386   CE 081 796

Kallenbach, Silja, Ed.; Viens, Julie, Ed.
Multiple Intelligences in Practice: Teacher Research Reports from the Adult Multiple Intelligences Study. NCSALL Occasional Paper.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Adult Education; Attention Deficit Disorders; Career Choice; Classroom Research; Classroom Techniques; Critical Thinking; Educational Philosophy; *Educational Practices; *English (Second Language); High School Equivalency Programs; Integrated Curriculum; Learning Activities; *Learning Theories; Literacy Education; Mathematics Instruction; Metacognition; Models; *Multiple Intelligences; National Programs; Popular Education; Reading Instruction; Reflective Teaching; Research Utilization; Rural Education; Secondary Education; Self Evaluation (Individuals); Student Evaluation; Teacher Effectiveness; Teacher Researchers; Teacher Student Relationship; Teaching Methods; *Theory Pr General

Mobility; *Trainees; Unemployment; Youth
IDENTIFIERS- *Australia; Market Research; New Apprenticeships (Australia)

A study examined geographical distribution of Australian apprenticeship commencements (ACs) in the context of various labor force and population statistics by industry, location of jobs by industry, and youth population. Apprenticeship and traineeship statistics between 1995-98 were examined to demonstrate differences in development of the system between the states and territories. Findings indicated ACs in Australia in 1998-99 were distributed very unevenly on a geographic basis. Using the indicator of ACs to total employment, substantial differences were found between states and territories and between smaller geographic units, and the reasons were related to labor market and policy differences. Policy differences caused variation in growth of New Apprenticeships (NAs) between the states and territories. NAs achieved poor market penetration in areas where the labor market, especially for young people, was strong. ACs to jobs ratios were higher in non-metropolitan areas; at the state/territory level, in stronger labor markets young unemployed people were less likely to enter an apprenticeship; in metropolitan areas there was a geographical mismatch between job location and residential location of young unemployed; and rapid growth in numbers in jurisdictions might be associated with a loss in training quality. (Appendixes include 24 references, labor market statistics, and apprenticeships by jurisdiction.) (YLB)

ED 453 403   CE 081 826

Saunders, S.
Review of the Australian Apprenticeship and Traineeship Literature: References and Their Key Issues. Australian Apprenticeships.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Apprenticeships; Delivery Systems; Demand Occupations; Developed Nations; *Educational Assessment; Educational Demand; Educational Opportunities; Educational Quality; Foreign Countries; Job Skills; *Job Training; Literature Reviews; Outcomes of Education; Policy Formation; Postsecondary Education; *Public Policy; State of the Art Reviews; Surveys; Trainees; *Vocational Education
IDENTIFIERS- *Australia

This volume is a survey of more than 125 Australian apprenticeship and traineeship references from 1985-99. Each item identifies author/editor/organization, date, title, organization and place of publication or development. A "key" provides a descriptive phrase relating to the reference type, such as an industry-body paper on training delivery (to special groups); industry view on training system; academic paper on industry training and training delivery; or official report on training funding, policy, and system. Each reference is summarized for its origin, key topics, and key issues in the contemporary setting. (YLB)

ED 453 404   CE 081 827

business results. "A Study of Leadership Roles, Styles, Delegation, and Qualities of Indian CEOs (Chief Executive Officers)" (T. V. Rao, Raju Rao, Soumya Dixit) addresses a study that found that Indian CEOs were good at managing their seniors, but weak in inspiring and developing their subordinates, culture building, and long-term goal setting; their leadership styles were largely developmental; delegation, activity level, positive thinking, communications were their strengths; and reactiveness, irritability, low empathy, patience, and participative nature were weak areas. Two of the papers include substantial bibliographies. (YLB)

ED 453 421 CE 081 844

Transfer of Learning. Symposium 14. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Change Agents; *Change Strategies; Community Colleges; Comparative Analysis; Critical Thinking; Human Resources; Individual Differences; *Internet; Labor Force Development; *Learning Strategies; Middle Schools; Organizational Climate; *Transfer of Training
IDENTIFIERS- College Image

This symposium on transfer of learning consists of four presentations. "The Influence of the Implementation of a Transfer Management Intervention on Transfer of Training" (Patricia R. Saylor, Marijke T. Kehrhahn) reports a study that evaluated effectiveness of transfer management interventions provided by a change facilitator in establishing a positive transfer climate and promoting achievement of transfer goals set by middle school teachers. "Learning Strategies: A Key to Training Effectiveness" (Paula Willyard, Gary J. Conti) describes a study of learning strategies of 456 adults that found a connection between the image of the organization and the type of learners attracted to it and identified learning characteristics that trainers can use to improve learning. "An Examination of Learning Transfer System Characteristics Across Organizational Settings" (Elwood F. Holton III et al.) discusses a study that compared transfer systems across three organization types, eight different organizations, and nine different types of training and found they are significantly different across organizational types, organizations, and training types. "Adult Learning and the Internet" (Gary J. Conti, Anne A. Ghost Bear) focuses on a study that describes learning strategies used by eBay users and finds that learners using critical thinking skills are attracted to the Internet, Internet use leads to differing attitudes about skill and self concept changes, and learning strategy groups approach learning on the Internet very differently. All four papers include substantial bibliographies. (YLB)

ED 453 422 CE 081 845

HRD Theory. Symposium 15. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Educational Attitudes; Employee Absenteeism; *Employee Attitudes; Foreign Countries; Human Resources; Individual Differences; Influences; Innovation; *Job Performance; *Labor Force Development; Labor Turnover; *Learning Motivation; Models; Needs Assessment; Nonprofit Organizations; *Organizational Change; Organizational Climate; Organizational Development; Outcomes of Education; Performance Factors; Position Papers; Postsecondary Education; Predictor Variables; *Program Effectiveness; Training; Training Methods; Work Attitudes; Work Environment
IDENTIFIERS- *Commitment; Learning Organizations; Netherlands; United States

This document contains four papers on organizational enhancement and human resource development (HRD). "Motivation to Improve Work through Learning in Human Resource Development" (Sharon S. Naquin, Elwood F. Holton III) argues that HRD's traditional conceptualization of motivation should be expanded to incorporate motivation to use learning to improve performance. "Improving Performance through HRD: Towards a Multi Level Model" (A.A.M. Ida Wognum) reports on a Dutch study that identified the following five factors as important to HRD effectiveness: strategic alignment; the problem serving as the starting point for HRD; the company HRD climate; the position of the HRD department; and the form of HRD interventions. "Exploring Organization Commitment in a Non-Profit Service Organization" (Constantine Kontoghiorghes, Nancy Bryant) discusses a study that identified the following four key predictors of employee commitment: company satisfaction; the extent to which one's job takes advantages of talents and abilities; the extent to which the organization emphasizes doing things right the first time; and a work environment conducive to learning. "Innovative Human Resource Practices and Organizational Commitment: An Empirical Investigation" (Tanuja Agarwala) presents the results of an exploration of the relationship between three dimensions of innovative human resource practices with organizational commitment. All four papers include substantial bibliographies. (MN)

ED 453 440   CE 081 864

McCullough, Cathy Bolton
A Model for Linking Organizational Culture and Performance. Innovative Session 6. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 10p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Change Strategies; Employer Employee Relationship; Entrepreneurship; *Evaluation Utilization; Human Resources; Innovation; *Job Performance; Labor Force Development; Linking Agents; Models; *Organizational Change; *Organizational Climate; Organizational Development; Organizational Objectives; Performance Factors; Postsecondary Education; Systems Approach
IDENTIFIERS- High Performance Work Organizations; Performance Indicators

An innovative session was conducted to introduce session participants to a concept and researched model for linking compromise) that can be used in situation-specific instances. Various strategies are presented in Chapter 2 as examples of handling conflict between children. Chapter 3 discusses managing conflict from the inside out. It considers whether students can learn to avoid conflict and provides suggestions for conflict management teams. Modes of conflict are explained in Chapter 4, and the Thomas-Kilmann Conflict Mode Instrument (1974) is presented as a way to assess students' preferred modes of response. Chapter 5 discusses managing intergroup conflict and the use of Blake, Shepard, and Mouton's theory of intergroup conflict analysis to resolve intergroup conflicts. The Force Field Analysis is explained in Chapter 6 as a method to understand the forces for and against a plan. Chapter 7 presents the task, maintenance, and self-oriented behaviors that are relevant for group success. Throughout the paper are proactive ways for educators, students, and parents to deal with resolving conflict peacefully. (Contains 46 references.) (JDM)

ED 453 459 CG 030 630

Brooks, Clifford W., Jr., Ed.; Carey, Andrew L., Ed.
Journal of the Pennsylvania Counseling Association, 2000-2001.
PUB DATE- 01
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Counseling; Counselor Training; *Cultural Differences; *Cultural Pluralism; Higher Education; Professional Development
IDENTIFIERS- *Multicultural Counseling

These two journal issues are dedicated to the study and development of the counseling profession. The journal's emphasis on multiculturalism is evident in the article selected for this volume. The first issue contains the following articles: (1) "Message from the Co-Editors: The Strength of Diversity" (Andrew L. Carey and Clifford W. Brooks, Jr.); (2) "Executive Coaching: A Future Specialty of Counseling?" (John McCarthy); (3) "Collaborative Research: Implications for the Counseling Profession" (Lori A. Bruch and LeeAnn M. Eschbach); (4) "Masculinity Ideology as a Correlate of Self-Reported Aggression in Preadolescent Males" (Bradley A. Janey and John M. Robertson); (5) "Who Is Teaching Multicultural Counseling Studies?" (Edil Torres-Rivera, Loan T. Phan, and Michael T. Garrett); and (6) "Impact of Initial Therapy Interviews on College Students' Levels of Anxiety and Depression" (Kristen A. Sagun). Articles in the second issue include: (1) "Message from the Co-Editors: Unity through Diversity" (Andrew L. Carey and Clifford W. Brooks, Jr.); (2) "Ecological Systems Approach to Counseling: The Case of an Asian Client" (Mark H. Chae); (3) "Positive Psychology: What Might It Mean for Counseling?" (Robert W. McAlister, Sheila C. McElroy, Phyllis Y. Thompson, and John McCarthy); (4) "Exploring the Complexities of Measuring Multicultural Competencies of Counselors in Training" (Jan Arminio and Christy Raukar); and (5) "The Team: Explorations in Group Process" (Rhonda Myers). (Contains 118 references.) (JDM)

ED 453 460 CG 030 739

Hallucinogens and Dissociative Drugs, Including LSD, PCP, Ketamine, Dextromethorphan. National Institute on Drug Abuse Research Report Series.

provides a picture glossary of street drugs; (9) "Where to Get Information and Help." A resource guide is included on government and private organizations that can be contacted for more information on prevention activities. (Contains 25 references.) (JDM)

ED 453 480   CG 030 961

Habicht, Manuela H.
Interpersonal Processes in Psychoanalytic, Cognitive Analytical and Cognitive Behavioural Therapy.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Counseling Theories; Counselors; *Interpersonal Competence; *Mental Health; Personality Theories; *Psychiatry; Psychotherapy; Therapists
IDENTIFIERS- Countertransference; Freud (Sigmund); Transference

The aim of the review was to compare interpersonal processes in psychoanalytic therapy, cognitive analytical therapy, and cognitive-behavioral therapy. Since the emphasis is on psychodynamic therapy, Freud's conceptualization of the phenomenon of transference is discussed. Countertransference as an unconscious and defensive reaction to the patient's transference is explored. The importance of both interpersonal processes for therapy outcome is explained and views of different authors on transference as well as countertransference are covered. Emphasis is placed on the operation of transference in psychoanalytic therapy as well as how transference is dealt with and resolved. Cognitive analytic therapy is defined briefly and identifying as well as reciprocating transference is explained. Varieties of countertransference as defined by Ryan (1998) are explored and similarities between modeling and countertransference reactions are demonstrated. There is evidence of interpersonal processes such as transference and countertransference in all psychotherapies. Since these processes originated in psychoanalytic therapy, it is suggested that non-psychoanalytic oriented therapists be probably at a higher risk of unrecognized countertransference due to a lack of personal therapy. (Contains 43 references.) (Author/JDM)

ED 453 481   CG 030 962

Roush, David; McMillen, Michael
Construction, Operations, and Staff Training for Juvenile Confinement Facilities. Juvenile Accountability Incentive Block Grants (JAIBG) Program Bulletin.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adolescents; *Correctional Institutions; *Facility Improvement; *Federal Aid; *Juvenile Justice; Local Government; *Program Improvement; State Government; *Strategic Planning
IDENTIFIERS- *Construction Grants; Detention

the review. Although this review cannot delineate conclusive results, the information is clinically relevant to mental health professionals treating child victims of man-made disasters. The research was consistent in reporting that a significant number of children exposed to man-made disasters do exhibit PTSD symptoms. It suggested that in the absence of treatment the children would continue to suffer from PTSD for years after the disaster. Group techniques were found to be particularly helpful in working with youth who had experienced trauma from a disaster. (Contains 71 references.) (JDM)

ED 453 502 CG 030 999

Morris, Barbara J.
Adult Attachment and the Effects on Romantic Relationships.
PUB DATE- 00
NOTE- 52p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; *Attachment Behavior; *Caregiver Child Relationship; Interpersonal Relationship; Intimacy; Literature Reviews; *Marriage; *Parent Child Relationship; *Psychological Patterns
IDENTIFIERS- Childhood Experiences; Heterosexuality

This paper reviews the current research on the nature of relationships from an attachment theory perspective. It begins with a review of attachment theory and states that an understanding of adult attachment is crucial for an understanding of the effects of attachment styles on relationships. It addresses the effect that each attachment style has on romantic heterosexual and marital relationships. The attachment style that developed with the early primary caregiver continues in adulthood and is then reinforced by the selection of a partner with a similar attachment style. Partners with a secure style were found be more comfortable with closeness. Conflict and stress were less destructive to the relationship of people with a secure attachment. Participants who behaved aggressively toward their partners were those with a fearful or preoccupied attachment style. Several difficulties are described in evaluating some of the research results. Suggestions are presented for further research on attachment styles and the loss of the relationships. (Contains 62 references.) (JDM)

ED 453 503 CG 031 000

Messer, Larry D., Jr.
Emotionally Focused Couples Therapy: A Review of the Literature.
PUB DATE- 01
NOTE- 47p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Affective Behavior; Counseling; *Counseling Effectiveness; *Emotional Experience; *Emotional Problems; Interpersonal Relationship; Literature Reviews; *Marriage; *Marriage Counseling

Emotionally Focused Therapy (EFT) is an approach for working with couples that focuses on the negative interaction cycles perpetuated by deep-seated emotional vulnerabilities. This therapy attempts to alleviate distress by intervening on an emotional level in order to promote more caring interactions that can enhance relationships. Proponents state that this is reading courses; all 11 were seeking initial teacher certification through the college's teacher education program. Teachers were placed at two middle schools in the same content areas in which they were seeking certification. The survey was given to preservice and supervising teachers twice. The preservice teachers self-rated survey responses showed consistency in overall positive view of their performance; however, supervising teachers offered mixed results on the strengths and needs of the field placement program. Evaluation findings include implications for the next content area field practicum. (NKA)

ED 453 524   CS 014 398

Jeffreys, JoAnn; Spang, Joan
Early Interventions: Keys to Successful Readers.
PUB DATE- 01
NOTE- 37p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Early Intervention; High Risk Students; *Instructional Effectiveness; *Parent Participation; Primary Education; Program Implementation; *Reading Improvement; *Reading Instruction; *Reading Skills
IDENTIFIERS- Illinois

This action research outlines an early reading intervention project for improving students' reading skills and promoting the implementation of early reading intervention programs. The targeted population includes first and second grade students in one school located in the suburbs of a major city in Illinois. The problem of early reading intervention is documented by data collection using surveys, questionnaires, and a standardized reading assessment. Upon analysis of the probable cause data, it is apparent that early intervention programs are not always an integral part of reading curriculums. In addition, the probable cause of the concern is also attributed to lack of sufficient funding and qualified teaching personnel, the need to screen children earlier to detect possible problems, less parental involvement, and lack of appropriate programs. Professional literature will assist in the documentation of the existing problem. A study of solutions proposed by various authorities led to the following interventions: the children in the targeted group will be screened to determine their reading level, a peer-tutoring program will be designed and implemented and informational material will be sent to parents to increase parental involvement. Post intervention data indicated a need to develop a strong early intervention program and early screening of all children to identify at-risk children. Programs were designed to heighten a child's interest in reading, and strategies were developed to educate parents on the importance of early literacy development. (Contains 18 references and 8 tables of data. Appendixes contain a parent information letter, questionnaire, a reading checklist, and parent letter.) (Author/RS)

ED 453 525   CS 014 399

Barnes, Elaine
To What Extent Does Teaching Approach Affect the Development of Conventional Spelling in Young Children?
PUB DATE- 01

PUB DATE- 01
NOTE- 9p.; For the preschool to first grade version, see CS 217 554.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Language Skills; *Oral Language; *Student Development; Student Evaluation; Teacher Role; *Verbal Ability
IDENTIFIERS- *Continuum Models; Language Functions; *North Carolina

This brochure is intended to be a useful tool for assessing students' development along a continuum of oral language growth as well as for providing information about the competencies that students are expected to learn in second-fifth grades. On the continuum in the brochure, descriptors list specific behaviors that detail students' development at particular ages or grades; the competencies list specific behaviors that students are expected to learn in second through fifth grades according to the 1999 North Carolina Standard Course of Study for English/Language Arts. The brochure cites the following: competencies for second grade (7-8 years); competencies for third grade (8-9 years); competencies for fourth grade (9-10 years); and competencies for fifth grade (10-11 years). It also lists the following oral language functions: instrumental, informative, personal, heuristic, regulatory, interactional, and aesthetic. (NKA)

ED 453 544 CS 217 554

Oral Language Developmental Continuum: Preschool-First Grade.
PUB DATE- 01
NOTE- 9p.; For the second to fifth grade version, see CS 217 553.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Language Skills; *Oral Language; *Student Development; Student Evaluation; Teacher Role; *Verbal Ability
IDENTIFIERS- *Continuum Models; Language Functions; *North Carolina

This brochure is intended to be a useful tool for assessing students' development along a continuum of oral language growth as well as for providing information about the competencies that students are expected to learn in preschool and first grade. On the continuum in the brochure, descriptors list specific behaviors that detail students' development at particular ages or grades; the competencies list specific behaviors that students are expected to learn in kindergarten and first grade according to the 1999 North Carolina Standard Course of Study for English/Language Arts. The brochure cites the following: descriptors for preschool (3-4 years and 4-5 years); competencies and descriptors for kindergarten (5-6 years); and competencies and descriptors for first grade (6-7 years). It also lists the following functions of oral language: instrumental, informative, personal, heuristic, regulatory, interactional, and aesthetic. (NKA) curricula frameworks that contain one or more elements that call for some form of media literacy education. Such findings indicate that media literacy is slowly becoming an integral part of school curricula. However, full adoption of media literacy programs has yet to occur. Instructional technologists are effectively using Everett Rogers' theory of innovation diffusion in hopes of increasing the implementation and utilization of innovative instructional products and practices. The application of diffusion theory to instructional technology is useful for examining how media literacy proponents can apply the diffusion of innovations theory to increase the adoption of media literacy programs in schools. An overview of diffusion theory and its application to instructional technology provides a framework from which to examine how diffusion theory can be applied to media literacy programs. (Contains 29 references.) (Author/RS)

ED 453 565   CS 510 579

Burtis, John O.; Pond-Burtis, L. Kristine
Students Writing Case Studies of Group Dysfunction.
PUB DATE- 00
NOTE- 35p.; An earlier version of this paper was presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); *Communication Problems; Course Descriptions; *Group Dynamics; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; *Small Group Instruction

An undergraduate small group communication course in "Great Group Breakdowns" is discussed, in which students wrote case studies describing dysfunction in historical and fictional groups, in groups in which they had personally participated, and in groups found in film and literature. This paper argues that this is a uniquely useful method that provides benefits beyond those found in a more traditional use of the case study. Contains 29 references and 17 notes. (Author/RS)

ED 453 566   CS 510 581

Louden, Allan
Can the "Merger" Emerge with Multiple Identities?
PUB DATE- 01
NOTE- 12p.; Paper presented at the Tahoe Conference on Academic Debate (Tahoe City, CA, June 9-12, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Mergers; Models; *National Organizations
IDENTIFIERS- *Cross Examination Debate Association; Debate Tournaments; *National Debate Tournament; Organizational Culture; Organizational History

This paper considers the future of the National Debate Tournament (NDT)/Cross Examination Debate Association (CEDA) merger from a historical perspective. The paper speculates on "natural rhythms" of organizations for perpetuation and attenuation. Specifically, it explores the historical growth and impoverished education for many students. Contrary to current orthodoxy, markets are likely to lead to a decline in overall educational standards because they have a negative effect on the performance of working-class schools, while leaving middle-class schools untouched. Education markets trade off the opportunities of less-privileged children to those already privileged. Students from professional and managerial middle-class backgrounds are able to exercise greater choice and are more likely to travel greater distances to enter schools with high socioeconomic status mixes. In these terms, markets do not work because they are neither efficient nor equitable. An appendix contains an extensive and detailed outline of the research program. (Contains 10 pages of references.) (DFR)

ED 453 585 EA 031 025

Benson, John T.; Fortier, John; Allen, Lawrence; Wicklund, Dennis
Wisconsin Charter Schools, 2000.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Charter Schools; Elementary Secondary Education; *Financial Support; Governance; Government Publications; *Institutional Autonomy; Legal Responsibility; *Nontraditional Education; Organizational Objectives; *Teacher Education

This report consists of a state summary of Wisconsin charter schools, a description of each charter school in operation, a description of charter schools opened in 2000, and appendixes listing teaching requirements for charter schools, Wisconsin Charter School law, and the chartering authority for each charter school. The state summary includes a history of the charter school program; a definition of the state sponsorship by school boards; and other chartering authorities (the Common Council of Milwaukee, the Milwaukee Area Technical College, and the University of Wisconsin-Milwaukee); a description of the legal status of Wisconsin charter schools; a description of what charter schools can and cannot do, including licensure of teachers, non-discrimination, accessibility to all students, attendance requirements, and federal grants; the organization and governance of charter schools; differences in teaching requirements; sources of funding; and accountability requirements, since charter schools are exempt from many traditional state and local rules and regulations. (DFR)

ED 453 586 EA 031 026

Palestini, Robert H.; Palestini, Karen F.
Law and American Education: A Case Brief Approach.
PUB DATE- 01
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Freedom; *Attendance; Educational Legislation; *Educational Policy; Elementary Secondary Education; Financial Needs; *Legal Responsibility; Parent Rights; Private Schools; Public Schools; Religion; School

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *High School Seniors; *High Schools; *Program Improvement; Student Needs

The perception of the senior year as a wasted year is a symptom of the disconnect between American public schools and what follows, whether postsecondary education or employment. Students may encounter four different sets of requirements to graduate from high school, to be admitted to college, to enroll in nonremedial college courses for credit, and to get a more than minimal job. The student who does not choose the college preparatory courses, starting with choices made as early as middle school, may be ill-prepared for both work and college. Courses requiring critical-thinking and problem-solving skills are particularly crucial. Problems that must be overcome include low expectations, lack of parental awareness of the consequences of course choices, tracking, lack of communication between one educational level and the next, overwhelmed and poorly prepared teachers and counselors, assessment unconnected to the standards of colleges and employers, and activities and scheduling limitations seen as purposeless and boring by the students. The most severe problem may be that high schools currently have little capacity to leverage change in teaching or learning. One suggestion is for 16-year-old students to have options such as applying directly to college, technical college, structured internships, or apprenticeship programs. Appendices list acknowledgements; meetings, guests and speakers; and nine papers and other materials prepared for the commission. (Contains 51 references.) (RKJ)

ED 453 605 EC 308 330

Myers, Dale R.
Knowledge and Family Involvement in Special Education: The Effects of Video-Based Training on Verbal Behavior, Perceptions of Competence, and Satisfaction.
PUB DATE- 00
NOTE- 320p.; Ph.D. Dissertation, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Disabilities; Elementary Education; *Family Involvement; Instructional Effectiveness; Interdisciplinary Approach; Knowledge Level; Parent Attitudes; *Parent Education; Parent Participation; Participant Satisfaction; Self Evaluation (Individuals); Special Education; Teacher Attitudes; Team Training; *Videotape Recordings

This study investigated the effects of a video-based training program on the quantity and quality of family involvement in special education, perceptions of both family members and educators concerning parental competence as team members, and family members' satisfaction with their own involvement, team processes, and decisions made by the team. Twenty-seven adult family members of elementary grade children referred for special education eligibility in three schools and twenty-seven educational professionals, one per participating family, were the study's subjects. All family members received a packet of materials in preparation for their child's multidisciplinary team meeting, and half the family members also received an 18-minute videotape entitled "Welcome to Your First Team Meeting" and accompanying written study materials. Results indicated that the increased knowledge provided by the videotape

PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; *Correctional Education; *Correctional Institutions; Delinquency; Delivery Systems; Educational Legislation; Federal Legislation; *Integrated Services; Juvenile Justice; Prisoners; Secondary Education; *Special Education; Special Needs Students

This paper discusses the need for collaboration among educational and treatment professionals for the provision of appropriate special education services for youth at-risk for delinquency and for those in correctional settings. It examines multidisciplinary collaboration as a key organizing principle for special education service delivery in correctional settings. The paper begins with an overview of the role of interagency and interdisciplinary collaboration in improving school experiences and outcomes for all high-risk youth with disabilities, their families, and the professionals who work with them. Next, it describes federal entitlements to special education for youth in detention and confinement, outlines policies and practices that impede the provision of these rights, and describes strategies to design and implement special education services effectively and efficiently in the correctional environment. The paper concludes by identifying core elements of successful education programs in juvenile detention and confinement facilities, including: (1) integrated, multidisciplinary framework for service delivery; (2) competency-based curriculum options; (3) direct and peer-mediated instructional strategies; (4) functional curriculum-based assessment; (5) a prosocial skills curriculum; (6) business and community involvement; (7) professionalism, leadership, and advocacy; (8) ongoing professional development; and (9) sufficient fiscal resources. (Contains 20 references.) (CR)

ED 453 625 EC 308 433

Smutney, Joan Franklin, Ed.
Illinois Association for Gifted Children Journal, 2000.
PUB DATE- 00
NOTE- 57p.; Published annually. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Classroom Environment; *Classroom Techniques; Creativity; Disabilities; Disadvantaged Youth; *Educational Strategies; Elementary Secondary Education; Humor; *Inclusive Schools; Lesson Plans; Parent Attitudes; Preschool Education; Regular and Special Education Relationship; Social Studies; Talent Development; Young Children
IDENTIFIERS- Illinois

This issue of the Illinois Association for Gifted Children (IAGC) Journal focuses on teaching gifted children in the regular education classroom. Featured articles include: (1) "Educating All Gifted Children for the 21st Century: Proposal for Training Regular Classroom Teachers" (Maurice D. Fisher and Michael E. Walters); (2) "Gifted Children in Your Classroom" (Dorothy Funk-Werblo); (3) "Making Gifted in the Regular Classroom Work" (Sally Y. Walker); (4) "The Gifted Child in the Regular Classroom" (Jolene Smyth); (5) "Parent Expectations: Serving

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Elementary Secondary Education; *Fire Protection; Foreign Countries; Public Schools; *School Safety
IDENTIFIERS- Fire Drills; Fire Extinguishers; United Kingdom

This booklet discusses how United Kingdom schools can manage fire safety and minimize the risk of fire. The guide examines what legislation school buildings must comply with and covers the major risks. It also describes training and evacuation procedures and provides guidance on fire precautions, alarm systems, fire fighting equipment, and escape routes. Checklists are also provided on security risk assessment and fire safety, and hazard and fire precaution. (Contains 22 references.) (GR)

ED 453 652 EF 005 949

Wadsworth, Alison
Furniture and Equipment in Schools: A Purchasing Guide. Managing School Facilities, Guide 7.
PUB DATE- 00
NOTE- 103p.; Contributions from Andy Thompson and Chris Bissell.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Equipment; Foreign Countries; *Furniture; *Guidelines; Public Schools; *Purchasing
IDENTIFIERS- Cost Containment; United Kingdom

This document offers advice on the processes that should be followed when schools in the United Kingdom buy their furniture and equipment (F&E). Sections 1 and 2 examine the first steps, prior to purchasing, such as curriculum analysis and market exploration; and sections 3 and 4 explore the importance of creating a clear specification for F&E, both to ensure that a school gets what it wants and that it achieves value for the money. The way in which the money can be organized into categories to ensure a balanced budget is also considered, as is the need to take a whole school approach to F&E. Section 5 analyzes the types of suppliers schools may use to purchase F&E and the criteria that should be used to choose the most appropriate route. It also features a flow chart to give schools a clearly set out route for choosing the most appropriate supplier for their situation. Appendices contain detailed F&E issues such as size, quality, and aesthetics; some F&E project case studies; and references to publications and Internet sites where information can be found on highly detailed subjects such as worktop specification. (GR)

ED 453 653 EF 005 950

Roach, Arthur H.
Fundraising Basics for Private School Facilities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

and some background information about the nature and development of language proficiency. Section two, Effects of English Language Development on English Language Learner (ELL) Student Responses, provides guidance about linguistic and cultural issues associated with LEP students' learning English. Section three, Effects of English Language Development on Understanding and Interpreting Assessment Items, and section four, Issues Related to the Construction of Accurate Assessments for ELL Students, place the scoring of items in the larger context of test development and implementation. This guide is designed to be efficiently integrated into the regular training that scorers receive when they are preparing to score test items. This is designed to help large scale assessments become more reliable and responsible. Appendices containing the names of SCASS LEP Project committee members, references, and a glossary are appended. (Contains 13 references.) (KFT)

ED 453 674 FL 026 734

Yoshida, Yuichi
Authentic Progress Assessment of Oral Language: Oral Portfolios.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; *English (Second Language); Foreign Countries; High School Students; High Schools; Instructional Materials; *Oral Language; *Portfolio Assessment; Second Language Instruction; Second Language Learning; Secondary Education; Student Evaluation; Teaching Methods; Test Format; Test Validity
IDENTIFIERS- *Japan

Student testing in Japan is not effectively used. In many cases test results are used only for ranking and sorting students into whatever the designated purposes of the tests are. They are not focused on monitoring individual student progress. This is an especially inadequate approach for teaching oral communications courses. This paper proposes a different assessment tool which emphasizes monitoring individual student progress and achievement on a daily basis: the oral portfolio. Part one of this paper explains the present situation in oral language instruction and assessment in Japanese high schools. Part two defines authentic assessment as well as key factors and technical qualities. Part three focuses on key concepts in portfolios that are essential to authentic assessment, and how these processes could be implemented in Japanese high school classrooms. The final part demonstrates how authentic oral portfolio assessment can be incorporated into classroom instruction and provides sample activities. Oral portfolios also help learners become more self-directed and self-starting by encouraging them to take more responsibility for their own learning. Appended are three forms appropriate for handouts: an analytic scoring rubric for formal speaking; formal speaking peer-assessment sheet; and sheet for Self-Assessment of Process. (Contains 14 references.) (KFT)

ED 453 675 FL 026 735

Prichard, Caleb
Training Language Learners To Be Active in Conversation.
PUB DATE- 01
NOTE- 108p.; Master of Arts Thesis, Portland State University.
LANGUAGE- English

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Class Activities; *English (Second Language); Immigrants; *Lesson Plans; Second Language Instruction; Second Language Learning; *Teacher Education

This paper offers a series of practical, useful tips for creating lessons for adult English language learners (ELLs). It begins by offering seven questions to help the teacher think through the lesson ahead of time. It also provides tips for creating a general lesson plan, and tips for tapping the four language modes: speaking, listening, reading, and writing. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 453 697 HE 034 017

Aviles, Christopher B.
A Quantitative Study of Mastery Learning Instruction versus Non-Mastery Instruction in an Undergraduate Social Work Class.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Mastery Learning; *Social Work; *Teaching Methods; *Undergraduate Students

Mastery learning is a behavioral instructional method using additional learning time and repeated testing opportunities to increase student learning. A quasi-experimental group design with repeated measures was used to contrast mastery learning and nonmastery learning instruction for 137 undergraduates in 4 sections of an introductory social work course. One instructor taught two course sections with mastery learning, and another instructor taught two sections with nonmastery learning, but the sections had identical content, examinations, and texts. Dependent variables included achievement and retention of learned material, attitude toward course topic, instructional preference, and instructor hours spent. Both methods resulted in similar achievement, retention, instructor hours spent, and changes in attitude toward course topic. All of the students (100%) preferred the mastery instruction. Mastery learning should be considered a promising instructional method for social work education. (Contains 1 figure, 8 tables, and 65 references.) (Author/SLD)

ED 453 698 HE 034 018

Fincher. Cameron
The University of the Future.
PUB DATE- 99
NOTE- 8p.; Slightly edited version of a paper presented at the University of Georgia's Bicentennial Alumni Seminar (Athens, GA, February 15-17, 1985). Published six times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; *Educational Change; Educational Trends; Elementary Secondary Education; *Futures (of Society); *Higher Education; *Organizational Change; Prediction; Social Influences; Trend Analysis

Structural and functional changes will be needed for the made so far will be jeopardized if the imbalance between the level of financing available and the expansion of enrollments continues. Many of the factors impeding implementation appear to have been related to the political process in Ghana, especially the ability of two successive governments to accept and sustain the risk necessary to achieve policy outcomes. A key priority for the Ghanaian government will be that of ensuring a greater balance of funding to enrollment, while seeking to promote equity. (Contains 37 references.) (SLD)

ED 453 720 HE 034 043

El-Khawas, Elaine
Quality Assurance in Higher Education: Recent Progress; Challenges Ahead.
PUB DATE- 98
NOTE- 23p.; "With Robin DePietro-Jurand and Lauritz Holm-Nielsen." Paper prepared as a contribution to the United Nations Educational, Social, and Cultural Organization World Conference on Higher Education (Paris, France, October 5-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Educational Change; Educational Policy; *Educational Quality; *Futures (of Society); Government Role; *Higher Education; Student Mobility
IDENTIFIERS- *Quality Assurance

This paper addresses some of the challenges to quality assurance faced by higher education as it enters the 21st century and reviews the current status of national policies for quality assurance. Many governments have decided that traditional academic controls are not adequate for today's challenges and that more explicit assurances about quality are needed. Among the key challenges faced by higher education are those raised by electronic learning and by international student mobility. The critical task in facing both of these challenges will be to focus on student learning. Quality assurance agencies will need to clarify their assumptions and to have appropriate reasons for looking to an institution's capacity to offer a good educational program. Developing a system of quality assurance based on learning will be a major task for every country. Such an effort will require collective action by universities and by governmental agencies along with scholars in educational research. It will be necessary to develop greater clarity and consensus on the types of new structures that will be appropriate for assessing learning regardless of setting. (Contains 31 references.) (SLD)

ED 453 721 HE 034 044

Gibbons, Michael
Higher Education Relevance in the 21st Century.
PUB DATE- 98
NOTE- 73p.; Paper prepared as a contribution to the United Nations Educational, Social, and Cultural Organization World Conference on Higher Education (Paris, France, October 5-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

An Analysis of Multiple Survey Results. Final Report.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- 01
NOTE- 30p.; Study made possible by a Higher Education Cooperation Act grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Employment Patterns; Graduate Surveys; Higher Education; *Information Technology; Place of Residence; Residential Patterns
IDENTIFIERS- *Illinois

Whether information technology (IT) graduates of Illinois colleges exit the state in greater percentages than do other graduates was studied using data from alumni surveys conducted by the public 4-year colleges and universities in Illinois. Data were added from a survey of 575 IT seniors in the 2000-2001 class. Survey data do suggest that IT graduates leave Illinois at a higher rate (in the range of 10 percentage points) than other baccalaureate degree graduates. Employment rates among IT graduates were found to be exceptionally high (over 97%), and the vast majority are employed in IT-related positions (90 to 94%). And despite the higher departure rate (about 40%), most IT alums are employed in Illinois up to 5 years after graduation. Among the IT seniors, 89% indicated the intention of getting a job in Illinois after graduation. The discrepancy between the intention to stay and the numbers who leave may be explained by the high demand for IT personnel throughout the U.S. economy. Another possible answer is that Illinois may lag behind other areas in salaries offered. The implications for instruction and the retention of Illinois IT graduates are discussed. (SLD)

ED 453 742 HE 034 067

Fredda, Jeffrey V.
Comparison of Selected Student Outcomes for Internet- and Campus-Based Instruction at the Fischler Graduate School of Education and Human Services.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Distance Education; Education Majors; *Graduate Students; Graduate Study; Higher Education; Internet; Outcomes of Education; Teaching Methods
IDENTIFIERS- *Nova Southeastern University FL; *Web Based Instruction

In May 2000, the Office of Research and Planning at Nova Southeastern University, Florida, examined student outcomes for courses taught in Internet-based and campus-based formats and found statistically significant differences in student outcomes for courses offered in both modalities. One finding was that graduate students of the Fischler Graduate School of Education and Human Services in Internet-based sections outperformed those in campus-based sections. The study investigated whether specific courses caused this observed difference or if the findings were due to a more general trend for all courses. Four courses, with 231 students, were evaluated. Sixty-nine students

ED 453 762   HE 034 088

Strategies for Widening Participation in Higher Education: A
  Guide to Good Practice.
PUB DATE- 01
NOTE- 64p.; For the companion guide to good practices in teaching
  and learning, see HE 034 085.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Foreign Countries; Higher
  Education; *Minority Groups; *Participation; *Strategic Planning
IDENTIFIERS- *England

The Higher Education Funding Council for England (HEFCE) recently held two seminars that addressed the relationships between widening participation in higher education, learning and teaching, and strategic planning. In recognition of these relationships and in order to enable a coordinated approach, the HEFCE commissioned this guide and a companion guide on learning and teaching to draw on some good practice identified in the work of higher education institutions. By widening participation, the guide means activities to target the individual groups that higher education institutions have identified as under-represented and to ensure their success. The guide contains four main sections. The first addresses the strategic issues that relate to the preparation and development of a comprehensive widening participation strategy. The second describes activities to widen participation at each stage of the student life cycle, and the third draws the themes of the guide together by discussing the issue of student success. The fourth section outlines the support available from the HEFCE. One appendix discusses the policy context for widening participation, and the other contains a summary analysis of initial strategic statements. (SLD)

ED 453 763   HE 034 089

Transforming Postsecondary Education for the 21st Century.
  Briefing Papers.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Colleges; *Educational Change; *Futures (of
  Society); *Higher Education; *School Role; *Social Change
IDENTIFIERS- *Reform Efforts

These briefing papers focus on key roles and issues postsecondary education will face in the 21st century. Together they are intended to stimulate debate and discussion and to encourage alternative perspectives and thoughtful actions. This collection is meant to be the opening of a necessary public conversation. The papers are: (1) "Help Wanted: Advanced Education and the Changing Workforce" (Anthony P. Carnevale); (2) "Postsecondary Education's Roles in Social Mobility and Social Justice" (William G. Bowen); (3) "The School-College Connection" (Arthur Levine); (4) "Changing Demands on Teacher Education and Professional Development" (James B. Hunt, Jr. and Molly Corbett Broad); (5) "Education Uses of Information Technology: A View for State Leaders" (Margaret A. Miller and

DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Hearings; Higher Education; Information Industry; Information Technology
IDENTIFIERS- Congress 106th; *Technology Utilization

This hearing on educational technology includes statements by the following individuals: Vice-Chairman Thomas E. Petri, Committee on Education and the Workforce; Dr. James B. Thomas, Dean, School of Information Sciences and Technology, Pennsylvania State University; Eva Cronin, teacher, Hayes Elementary School (Georgia); Janet Guge, art and French teacher, Franklin Public Schools (Nebraska); Rhett Dawson, President, Information Technology Industry Council (District of Columbia); Claudia Mansfield Sutton, Senior Vice President, Compass Learning (California); and Michael Kaufman, CEO and Chairman, Tequity (California). The appendices contain written statements by these individuals, as well as Ranking Democrat Member William Clay, Committee on Education and the Workforce. Also appended is the ITI (Information Technology Industry Council) High-Tech Education Report. (MES)

ED 453 785 IR 020 628

IMPACT: Guidelines for Media and Technology Programs.
PUB DATE- 00
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Educational Administration; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Information Technology; Learning Resources Centers; *Library Services; *School Libraries; State Standards
IDENTIFIERS- Learning Environments; North Carolina; *Technology Implementation

This document provides the set of standards for K-12 library media coordinators and instructional technology facilitators in North Carolina, including tenets on programs, personnel, budgets, resources, and facilities to guide the building of a technology-rich learning environment. Guidelines are provided in the following areas: (1) teaching and learning, including collaboration for instruction, information access, staff development, and public relations; (2) information access and delivery, including making resources accessible, planning and designing facilities for learning, developing educational specifications, educational specifications for school and media/technology spaces, educational specifications for the school library media center, educational specifications for furniture and shelving, and general technology infrastructure for instruction; (3) program administration, including planning the program, being the change agent, advisory committee membership and responsibilities, staffing the program, budgeting for the program, creating and implementing policies and procedures, building support for vision and programs, and issues and myths; (4) system-level guidelines, including system-level leadership, teaching and learning, information access and delivery, and program administration; and (5) research and evaluation, including how to evaluate programs, using output measures for evaluation, a reference chart of measures and what they support, and program evaluation rubrics. (Includes a glossary.) (Contains 214 references.) (MES)

Instructional Design Competencies"; (3) "The ID Competencies: Discussion and Analysis"; (4) "The Role and Use of ID Competencies"; (5) "The Competencies and ID Specialization"; and (6) "The Competency Validation Research." Appendices include the 1986 ID Competencies and Performance Statements, a glossary, bibliography, IBSTPI Code of Ethical Standards for Instructional Designers, and list of organizations participating in Competency validation. (Contains 48 references.) (AEF)

ED 453 804 IR 020 651

Feder, Eric
Telecommunications in the K-12 Environment.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Computers; Access to Education; *Computer Networks; *Computer Uses in Education; Educational Development; *Educational Technology; *Elementary Secondary Education; *Instructional Improvement; State Action; *Telecommunications
IDENTIFIERS- *Colorado; Connectivity

In their 1989 report to the Colorado General Assembly, the Colorado Telecommunications Advisory Commission expressed the widely held belief that regardless of where they live, all Coloradans deserve and can benefit from a statewide telecommunications infrastructure connecting all Colorado schools, libraries, institutions of higher education and government offices with each other and with the rest of the world, providing access to local and remote instructional programs and information resources. This document focuses on benefits of telecommunications technologies in the K-12 setting. It lists barriers that these technologies can help staff and learners overcome and identifies ways technology can enhance education by providing: flexibility for individual needs; immediate access; new and relevant presentation modes; ways to motivate students; ability to enhance learning for students with disabilities; opportunity for analytical and divergent thinking; encouragement for teachers to take a fresh look at how they teach and ways in which students learn; well-designed, meaningful tasks and activities; and the potential for effective group work across distances. The document provides examples of how interactive telecommunications technologies are enabling remote learners in Colorado to have access to resources and instruction, and how telecommunications networks can provide school districts, schools, administrators, teachers, and other staff with multiple opportunities to increase efficiencies. The use of other business applications to greatly reduce amount of time and effort required to accomplish current and future tasks is also identified. (AEF)

ED 453 805 IR 020 652

Berge, Zane L., Ed.
Sustaining Distance Training: Integrating Learning Technologies Into the Fabric of the Enterprise. The Jossey-Bass Business & Management Series.
PUB DATE- 01
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

(Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Information Literacy; *Information Technology; *Learning; Models
IDENTIFIERS- *Technology Plans

This book describes strategies to put information literacy and student learning at the center of technology planning. Filled with stories of success and with models of good planning, the book shows how to clarify purpose, involve important stakeholders, and pace the change process to maximize the daily use of new technologies. The following chapters are included: (1) "Making Good Change"; (2) "First Things First"; (3) "Future Perfect Planning"; (4) "Beyond IT"; (5) "The New New Thing"; (6) "Beware the Wizard"; (7) "Beware the Gray Flannel Trojan Horse"; (8) "Beware the Shallow Waters"; (9) "Network Starvation"; (10) "The Unplugged Classroom"; (11) "What's the Story Here?"; (12) "How Teachers Learn Technology Best"; (13) "The Research Gap"; (14) "Beyond Edutainment And Technotainment"; (15) "Strategic Deployment"; (16) "Waste Not, Want Not"; (17) "Pacing Change"; and (18) "Managing Quandaries." Appendices include a technology self-assessment form and a scenario of what learning might be like in the future with intelligent hand-held computers acting as tutors and learning assistants. Includes an index. (Contains 70 references.) (MES)

ED 453 823 IR 020 707

Palaich, Robert M.; Good, Dixie Griffin; Stout, Connie; Vickery, Emily
Smart Desktops for Teachers. ECS Issue Paper: Technology.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer System Design; *Computer Uses in Education; Decision Making; *Educational Technology; Elementary Secondary Education; Microcomputers; Questionnaires; Standards; Surveys; Tables (Data); Vendors

This report presents the results of a study of how emerging technologies can help educators deliver standards-based education to K-12 students. The first section of the report provides background on the new technology offerings and defines smart desktop systems. The second section lists critical questions for decisionmakers related to general policy, implementation issues, and vendor selection. The third section describes the components of a smart desktop system, including tools for standards, pedagogy/learning activities, resources, assessment and evaluation of student learning, professional development, classroom management, home-school connection, productivity, teacher education, local and global community, and grant writing. The fourth section describes vendor offerings in three categories: education portals/content providers; instruction/curriculum frameworks; and software manufacturers. The fifth section summarizes findings of an online survey of chief state school officers and organizations that provide smart desktop products/services related to audience, curriculum and teaching standards, instructional support, assessment of students, assessment of educators, professional development focus, professional development approach, access and reporting levels, data analysis, conditions that should not be tampered with. Several options are presented should the Legislature choose to take action to eliminate existing pay differences between part-time and full-time faculty in the CCC system. Contains seven figures, a response to the audit by the CCC Chancellor's Office, and the California State Auditor's comments on the Chancellor's response. (PGS)

ED 453 843   JC 010 393

The Cutting Edge, 1999-2000.
SPONS. AGENCY- Corning Incorporated Foundation, NY.
PUB DATE- 00
NOTE- 47p.; Published bimonthly. Both the May/June 2000 and the July/August 2000 issues are Volume 1, No. 3.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Legislation; *Job Training; *School Business Relationship; School Community Relationship; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Danville Community College VA

The Cutting Edge is a bimonthly newsletter of the Regional Center for Applied Technology and Training at Danville Community College (DCC) (Virginia) that provides the latest information on a wide range of issues including technology, business, employment trends, and new legislation. Articles from the first five issues discuss: (1) the July 2000 Workforce Investment Act (WIA), which replaces the Job Training Partnership Act and rewrites current federal statutes governing programs of job training, adult education and literacy, and vocational rehabilitation; (2) the first meeting of the Regional Center for Applied Technology and Training's Internet Incubator Alliance, which brought encouraging words to the Southern Virginia region from a leading Internet expert. Speaking to the 30 local business leaders who have joined the alliance, William Muir, Jr., Director of the Virginia Electronic Commerce Technology Center at Christopher Newport University, said that Danville and the Southern Virginia region offer great potential for new business-to-business electronic commerce opportunities; and (3) the new A certification courses offered by DCC's Regional Center for Applied Technology & Training. The A certification is a testing program sponsored by the Computing Technology Industry Association that certifies the competency of service technicians in the computer industry. (JA)

ED 453 844   JC 010 395

The Performance of Alabama College System Students on the Alabama Basic Skills Test. Chancellor's Research Report.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *College Outcomes Assessment; Comparative Analysis; *Educational Testing; Higher Education; *Student Evaluation
IDENTIFIERS- *Alabama

This study investigated the performance of Alabama College System (ACS) students on a Basic Skills Test (BST) and compared it

1,283 (33% students), while other colleges/universities attracted 1,367 students (18%). The overall proportion of graduates continuing into public postsecondary education has increased to 58%, which represents 465 more graduates continuing in 1998-99. For 1998-99, M-DCC's draw from the North, Homestead, and magnet recruiting schools is below the threshold of 35%. FIU's draw is above 10% for the Kendall, InterAmerican, and magnet schools. Other colleges and universities also drew more than 10% of graduates from the Kendall and magnet recruiting schools. (JA)

ED 453 865   JC 010 419

LaBeouf, Joanne P.
The Tuition Conundrum: Virginia Community College System--A Case Study.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Government School Relationship; Performance Based Assessment; State Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

The Virginia legislature has imposed a four-year freeze on tuition for all colleges in the Virginia Community College System (VCCS). This paper suggests that freezing tuition rates can only be a temporary fix in the search to find ways to fund education. The paper examines the effects of stable or lowered tuition rates in community colleges: will the value of community college education be devalued in the eyes of society because of its low cost or will low tuition cheapen the value of a community college degree? Because there has been a decline in the availability of federal funding for tuition, state and local governments have been forced to share the burden of subsidizing tuition. The State Council on Higher Education in Virginia (SCHEV) will review the results of a one-year pilot study of five public colleges. Both VCCS and SCHEV are attempting to create models for community college funding at the local level. Though there is general agreement that tuition must rise, there is no consensus regarding who must pay, or how to pay. This paper also analyzes the plausibility of Performance Based Incentives (PBI) for tuition funding. The question remains, what drives PBI's--quality, efficiency, or equity? The paper concludes that federal tuition dollars must increase, while including a need- and merit-based component to maintain access. (NB)

ED 453 866   JC 010 420

Santa Rita, Emilio; Scranton, Brenda
Retention Strategies, 2001-2003.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; College Role; Community Colleges; *High Risk Students; *Intervention; Potential Dropouts; *School Holding Power; Two Year Colleges
IDENTIFIERS- *City University of New York Bronx Community Coll

This paper aims to develop strategies for retaining at-risk students. At-risk students can be defined as being deficient in specific skills; having low incoming grades; having an expectation of failure; lacking familiarity with academic requirements; and having an absence of role models, among other negative characteristics. The paper suggests that retention strategies that do not involve the support of academic departments are doomed to fail. Some retention strategies include: (1) a full-time, four-days-a-week, cluster-scheduled program co-led by developmental faculty land counselor teams; (2) a peer-counseling program where carefully selected students work out a plan with probationary students of calculating the GPA required for getting off academic probation; and (3) allow students to change curriculum to a Liberal Arts program, thereby providing a safety net for students who want to "bail out of" other programs. One proposed remedy is to return academic counselors to the position of one-on-one counseling, and to remove them from classroom situations. The paper also suggests that each academic counselor have an Internet homepage, to give students greater access to assistance. This paper offers appendices which include a contract for getting off academic probation and sample liaison arrangements with academic departments involved in collaborative work on probationary students. (NB)

ED 453 867 JC 010 421

California Community Colleges Technology II Strategic Plan, 2000-2005.
PUB DATE- 00
NOTE- 130p.; Prepared by the Instructional Resources and Technology Unit, Educational Services and Economic Development Division, Chancellor's Office, California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; *Community Colleges; Educational Improvement; *Educational Technology; Internet; Partnerships in Education; Student Needs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This Strategic Plan aims to address the issues facing California Community Colleges (CCCs) due to new technology. The issues raised by the report include: (1) the pervasive and economically and socially necessary use of the Internet; (2) the digital divide; (3) the need for integrating technology into teaching and learning; (4) the impact of Tidal Wave II on demand for college access; and (5) access to technology for persons with disabilities. The focus of the plan is in the two major areas of student access and student success. The plan suggests that familiarity with computers is an essential element of economic success, particularly in California. The CCC system, in partnership with the State of California and the private sector, has formed the Technology and Telecommunications Infrastructure Program (TTIP) in an effort to focus on these technological needs. TTIP funding has been used to provide: (1) data via connection to the California Community Colleges and California State University network; (2) video conferencing capabilities at each college and district site; (3) dual satellite downlink capability for each college and district office; and (4) library automation. Nevertheless, there are still gaps in the CCC's technology needs, which have been identified and for which remedies have been proposed. (NB) program. After implementation of this program, retention rates at Mercy College rose from 82% to 89.7%. Retention rates are expected to continue to rise. (CJW)

ED 453 888 JC 010 455

Eith, Gary; Fye, Chuck
College Goal: Internationalizing the Curriculum. White Paper.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Educational Change; *Educational Trends; *Global Approach; *Global Education; International Communication; International Education; International Trade; Two Year Colleges
IDENTIFIERS- *Lakeland Community College OH

This paper asserts that internationalizing or globalizing the community college curriculum will be necessary to meet the emerging needs of an increasingly diverse U.S. workforce and employer demand for international communication skills. The paper discusses globalization, establishes a common base of understanding of where Lakeland Community College (LCC) is with regard to internationalizing the curriculum and other services, and reviews institutional and community resources that might be available and applied to achieve globalization objectives. This report also itemizes some of the regional socioeconomic and demographic forces at work in Ohio that might provide impetus for internationalizing the curriculum, including the growing ethnicity of Ohio; the extent of foreign owned businesses and corporations in Northeast Ohio and in the U.S.; the extent of American owned and international corporations that are expanding across the globe; growth in international trade; the Internet and instant communications networks across the globe; and growth in domestic and international tourism in Northeast Ohio. The document concludes with a review of LCC activities and a description of national, international and foundation resources related to internationalization of curriculum systems. (PGS)

ED 453 889 JC 010 456

America's Community Colleges: A Century of Innovation.
PUB DATE- 01
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Programs; *Community Colleges; *Educational History; Educational Practices; Two Year Colleges

This book presents a history, in photos and text, of American community colleges. It includes pictorial tributes, stories of individuals, a list of U.S. community colleges, a list of distinguished alumni, and milestones in community college history. The book is organized according to major career fields for which community colleges commonly prepare students: science and technology, fashion design, health and life sciences, the media, business and industry, public and community service, and liberal and fine arts. The first 100 years of community college history are covered, starting in 1901 with the opening of percent, with the remaining 60 or 40 percent attributable to decreased pregnancy rates for sexually experienced teens. However, it was noted that limitations of the data make the exact contribution of each factor very difficult to determine. (Appendices present analyses using alternate pregnancy rates and an explanation of how analyses are affected by sampling error.) (EV)

ED 453 908 PS 029 353

Kahn, Peter H., Jr.
Structural-Developmental Theory and Children's Experience of Nature.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; *Cognitive Development; Cross Cultural Studies; Cultural Differences; Cultural Influences; *Environment; Individual Development; *Moral Development; Pollution; Theories
IDENTIFIERS- Biocentrism; Environmental Awareness; Environmental Responsibility; Justification (Psychology); *Moral Reasoning; *Nature

How do people whose identities appear so deeply connected to the land they love engage in environmentally harmful activities? This paper explores this question, presenting selected research on children's moral relationships with nature and examining the boundaries of the moral domain to more precisely delineate relations between moral constructs. Findings from five studies using structural-developmental interviews are presented. Study participants included black children and parents from a poor Houston community, Brazilian children in urban and rural parts of the Amazon jungle, and children and young adults in Lisbon, Portugal. The paper identifies anthropocentric and biocentric reasoning in the studies, finding the latter more common in older than in younger children. The paper finds that biocentric reasoning appeals to a larger ecological community than anthropocentric reasoning and uses justifications based on the intrinsic value of nature and nature's rights. The paper notes that one striking feature across the five studies was the similarity in reasoning. Cultural differences did exist, however, with the Houston child study illustrating how human violence and danger prevent children from experiencing nature. The paper suggests that biocentric reasoning may emerge in two possible ways, through daily, intimate contact with the land or as a result of modern philosophical moral discourse. The paper further suggests that morality falls within two orientations: the first focuses on obligatory requirements of right action and is embodied in most current moral theories; the second focuses on long-term character traits and personality, including courage and wisdom, and is based on what it means to be a "good" person. The paper notes that research findings provide evidence that children as young as second grade distinguish between obligatory moral acts and those left to the moral agent's discretion, but nevertheless considered good. It may be that in indigenous cultures, biocentrism is largely driven by a theory of the good. In cultures involved in

School Community Relationship; *Volunteer Training; *Volunteers
IDENTIFIERS- Bulloch County Public Schools GA; Program Characteristics

This paper describes the Helping Our Teachers (HOT) Program, a community volunteer program started in the fall of 2000 at Julia P. Bryant Elementary School in Statesboro, Georgia. The purpose of the program is to formally organize all parent volunteers to help teachers and staff with school-related activities previously shouldered by paraprofessionals. The paper describes: (1) the background of parent volunteers; (2) organization of the HOT Program; (3) how the HOT Program works; (4) the program's special features; (5) the program's achievement; (6) factors contributing to its success; and (7) the value of the HOT Program. The paper concludes with a discussion of several lessons learned from program implementation. (Contains 29 references.) (EV)

ED 453 928 PS 029 491

Tran, Hoai; Doyle, Sharon; Bence, Michael; Bui, Casey; Brandon, Richard
Emotional and Behavioral Problems among Washington's Children. Washington Kids Count.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; *Behavior Problems; *Children; *Emotional Problems; Family Characteristics; Family Environment; *Family Influence; Family Life; Low Income Groups; Parent Child Relationship; Parent Influence; Well Being; Youth Problems
IDENTIFIERS- *Risk Factors; Washington

This study analyzed data from the National Survey of America's Families to determine the effects of particular child, parent, and family factors on serious emotional and behavioral problems of children. The results were tabulated in the form of odds ratios that depict the likelihood or degree of risk of each factor. The factors were also examined relative to the emotional well-being of children in the state of Washington. Findings included the following: (1) in Washington, 1 in 18 children (about 30,300 6- to 11-year-olds) and 1 in 15 adolescents (about 34,500 12- to 17-year-olds) exhibit serious behavioral or emotional problems; (2) boys are more likely than girls to exhibit serious emotional or behavioral problems; (3) children from lower- income families are more likely to exhibit serious emotional or behavioral problems than children from families with adequate income; (4) young children whose parents are unemployed are more likely to exhibit serious emotional or behavioral problems than those whose parents are employed; (5) adolescents living with less well-educated parents are at greater risk of serious emotional or behavioral problems; and (6) adolescents living with single parents are at greater risk of serious emotional or behavioral problems. (EV)

ED 453 929 PS 029 492

Tyyska, Vappu
Women, Citizenship and Canadian Child Care Policy in the 1990s. Occasional Paper No. 13.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Human Resources Development Canada,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Cultural Influences; *Educational Philosophy; Educational Practices; Foreign Countries; Preschool Education; *Preschool Teachers; Qualitative Research; *Teacher Attitudes
IDENTIFIERS- Iceland

This study examined the teaching methods of two Icelandic preschool teachers, their beliefs about early childhood curriculum, and the goals of their programs, emphasizing the connection between the context of the preschool teachers and their pedagogical work. Participating in the qualitative study were two preschool teachers from the city of Reykjavik: Helga, with 25 years of teaching experience, and Kristin, with 6 years of teaching experience. Data were gathered through observations in various locations, nine semi-structured interviews, and examination of artifacts such as letters to parents, guidelines, and planning sheets. The findings showed that the two preschool teachers' methods, goals, and beliefs had similar main assumptions, with pedagogical work characterized by informal teaching, play, and child-initiated activities. The two teachers found it difficult to explain reasons for their practices and to articulate their beliefs about pedagogical issues. Three overlapping contexts were found to shape Kristin and Helga's work: (1) the culture of the preschools; (2) the educational context; and (3) the Icelandic cultural context. These contexts influenced the content of the curriculum, the teachers' goals, and their values and beliefs. Findings were examined in relation to the national curriculum and the changing educational and cultural context. (Contains 38 references and 3 figures.) (KB)

ED 453 947   PS 029 530

Hinds, Kerstin; Park, Alison
Parents' Demand for Childcare in Scotland. Interchange 64.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; Family Work Relationship; Foreign Countries; Mothers; National Surveys; *Parent Attitudes; *Parents; Program Costs; Program Descriptions
IDENTIFIERS- Affordability; *Child Care Needs; *Day Care Selection; Scotland

This issue of "Interchange" reports the findings of a survey of parents of children ages 14 and under in Scotland regarding child care demand. The purposes of the survey were to: (1) establish the types and quantities of child care used; (2) identify the financial costs of child care; (3) identify reasons why parents select different forms of child care and the factors governing their choice; and (4) establish the types and quantities of child care required by parents in an ideal world. Participating in Part 1 of the survey were 1,336 respondents selected randomly from Child Benefit records, providing baseline data on the use of and demand for child care. Participating in Part 2 of the survey was a subsample of 516 Part 1 participants who reported on child care affordability and the relationship between child care and mothers' participation in the labor market. Responses indicated that 58 percent of parents had used some form of child care in the previous week. A child's age was the most significant

Programs may serve a critical function in helping nourish children, and that ensuring adequate resources for a full month's food supply is desirable. (Author)

ED 453 964 PS 029 551

Early Development and Learning from the Perspective of Addressing Barriers. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; At Risk Persons; Brain; *Child Development; Cognitive Development; Early Childhood Education; *Early Intervention; Low Income Groups; *Mental Health; Outcomes of Education; Preschool Evaluation; Program Descriptions; Public Policy; *School Readiness; *Young Children
IDENTIFIERS- Brain Development

This introductory packet discusses early development and learning, and summarizes the research base for early childhood interventions. The packet also examines implications for school readiness, identifies good practice to promote healthy early development and address barriers, and presents resources and references. The packet's introductory section highlights a perspective for addressing barriers to learning; this perspective stresses the importance of developing a continuum of interventions that comprise a comprehensive, multifaceted, and cohesive approach. Section 2 of the packet details the burgeoning interest in infant and child development, identifies developmental milestones, and discusses the importance of screening for problems. Section 3 outlines key lessons related to early experience and brain development for parents and child caregivers. Section 4 summarizes the research base for early childhood interventions, including risk and protective factors for young children and the studies examining the impact of early childhood programs. Section 5 examines implications of research on intervention effects for school readiness, discussing the concept of school readiness, the potential of families for promoting readiness, Head Start, and school involvement in early childhood. Section 6 highlights guidelines and principles for good practices to promote healthy development, identifies specific models and programs, and discusses policies and initiatives to promote child development. Section 7 presents resources and references in the areas of: (1) early child development; (2) brain development; (3) early childhood mental health research and programs; (4) early childhood education and child care; (5) parenting; (6) resources available through ERIC; (7) related agencies and organizations; and (8) materials developed by the Mental Health in Schools Training and Technical Assistance Center. Most sections contain references. (KB)

ED 453 965 PS 029 553

Child Welfare Outcomes, 1998: Annual Report.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.
PUB DATE- 00
NOTE- 376p.; Prepared under contract with Walter R. McDonald &

together. Finally, the importance of parents being involved in their young adolescent students' transition from middle to high school can hardly be overestimated, and parent involvement in the transition process can be encouraged through a variety of activities, including conferences with the high school counselors and school visits. (LPP)

ED 453 982   PS 029 593

Clark, Patricia
Recent Research on All-Day Kindergarten. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Educational Research; *Full Day Half Day Schedules; *Kindergarten; Kindergarten Children; *Parent Attitudes; Preschool Curriculum; Primary Education; School Schedules; Social Development; *Student Adjustment; Student Behavior; *Teacher Attitudes
IDENTIFIERS- ERIC Digests

Much of the early research on the effects of all day kindergarten had serious problems with internal and external validity due to inadequate methodological standards. This digest reviews research conducted in the 1990s. The digest discusses the academic, social, and behavioral effects of all-day kindergarten, as well as parents' and teachers' attitudes and the curriculum in all-day kindergarten classes. The digest notes research from the 1990s as showing more consistent positive academic outcomes for all children in all-day kindergarten than did earlier research. Three studies are highlighted which found social and behavioral benefits of all-day kindergarten attendance. Attitudes of parents and teachers of children enrolled in all-day kindergarten are also noted; both groups were generally satisfied with the programs and believed that all-day kindergarten better prepared children for first grade. The digest concludes by noting that all-day kindergarten seems to have many positive benefits for children and can provide them the opportunity to spend more time in active, child-initiated small-group activities. (Contains 14 references.) (KB)

ED 453 983   PS 029 800

Ayude a fortalecer el futuro academico de su hijo. (Strengthening Your Child's Academic Future).
SPONS. AGENCY- National Education Association, Washington, DC.; National Governors' Association, Washington, DC.; Department of Education, Washington, DC.; Achieve, Inc., Washington, DC.; American Federation of Teachers, Washington, DC.; National Alliance of Business, Inc., Washington, DC.; Chamber of Commerce of the United States, Washington, DC.; Business Roundtable, Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 17p.; Major support provided by Leo Burnett Company, Inc., and the MCI Foundation. For the English language version, see PS 029 518.
LANGUAGE- Spanish

Stockbridge-Munsee Community Band of Mohican Indians; Cherokee Central Schools of the Eastern Band of Cherokee Indians; Affiliated Tribes of Northwest Indians; Montana Indian Education Association; and National Indian School Board Association. Paper prepared for the National Congress of American Indians, Mid-Year Session (Juneau, AK, June 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Early Childhood Education; Elementary Secondary Education; Federal Indian Relationship; *Federal Legislation; Governance; Laws; *Partnerships in Education; *State Departments of Education; *State Legislation; *Tribally Controlled Education; Tribes
IDENTIFIERS- Bureau of Indian Affairs Schools; *State Tribal Relationship

American Indian students attend Bureau of Indian Affairs (BIA) schools, BIA schools operated by tribes under contracts and grants, public schools off Indian reservations, and public schools on Indian reservations. Who has legal jurisdiction over Indian education in these various scenarios is undecided, so some tribes, states, and school districts have entered into mutual agreements to advance Indian education. In Washington, the Skokomish Tribe has a memorandum of agreement with the Hood Canal school district and the state superintendent of public instruction to operate a project to increase tribal student reading achievement and community involvement; the Swinomish tribal community in Washington has a cooperative agreement with the local school district and Head Start program for the collaborative provision of early childhood services; and the Lummi tribal schools have an agreement with their local school district that addresses funding and provision of education for BIA grant school students. Other examples are given of co-governance between tribes and schools in the areas of truancy, impact aid funding, Johnson O'Malley programs, and school board composition and operation. Aspects of state and tribal cooperation that are required by state law are reviewed, and factors contributing to sustaining collaborative efforts in Indian education are listed. Most of this document consists of appendices, which present cooperative agreements, applicable laws, and contact information. (TD)

ED 454 001 RC 023 022

Bradley, Claudette; Reyes, Maria Elena
Alaska Native Elders' Contribution to Education: The Fairbanks AISES Science Camp.
PUB DATE- 00
NOTE- 22p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *Cultural Education; *Culturally Relevant Education; Geographic Isolation; Middle School Students; Middle Schools; *Older Adults; Outdoor Education; Resident Camp Programs; Rural

hidden subtexts behind the cartoons' "innocent happy characters" or to recognize that Disney cartoons served as indoctrination in the American world view and advanced U.S. political and economic interests. Students' reactions are analyzed in terms of their prior educational experiences. (SV)

ED 454 018 RC 023 039

Giordano, Ralph G.
Hey Pachuco! "That Zoot Suit Can Cause a Riot."
PUB DATE- 00
NOTE- 21p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Fine Arts Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; Films; Higher Education; Hispanic American Culture; *History Instruction; Mexican American History; Mexican Americans; *Multicultural Education; *Multimedia Instruction; *Popular Culture; Popular Music; *Racial Bias; *Social History; Subcultures; Violence
IDENTIFIERS- California (Los Angeles); *Civil Disturbances

Popular music and films can become vehicles in the study of racial prejudices and stereotypes and provide a framework for understanding the popular opinions of a particular era. At the College of Staten Island, City University of New York, a course incorporates popular music and videos into the study of historical accounts of the 20th century focusing on racial stereotypes. The sometimes-obscure Los Angeles "Zoot Suit Riots" of 1943 come alive with the combination of colorful, energetic, visual and musical references. This paper looks at some themes examined in the course: the social history associated with the "swing" music of the 1930s and 1940s; the reemergence of swing music in the 1990s; the Mexican American "pachuco" youth culture of 1940s Los Angeles, with its flamboyant fashions in clothing; the "railroading" of pachuco youths during the Sleepy Lagoon murder trial and subsequent riots; swing music in films and accompanying portrayals of Black-White segregation; early television's treatment of minorities; the movement of 1980s "grunge" bands into swing music; and social statements in the lyrics of modern swing music. (SV)

ED 454 019 RC 023 075

Stringer, L. Allison, Ed.; McAvoy, Leo H., Ed.; Young, Anderson B., Ed.
Coalition for Education in the Outdoors Biennial Research Symposium Proceedings (Fifth, Bradford Woods, Indiana, January 14-16, 2000).
PUB DATE- 00
NOTE- 116p.; For individual papers, see RC 023 076-085.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Camping; Disabilities; *Educational Research; Elementary Secondary Education; Environmental Education; Experiential Learning; Higher Education; *Individual Development; Leadership Training; *Outcomes of Education; *Outdoor Education

*Learning Strategies; Mathematics Education; *Mental Computation; *Number Concepts; Primary Education; Subtraction
IDENTIFIERS- *Australia (Queensland)

Literature at national and international levels argues the importance of including mental computation in a mathematics curriculum that promotes number sense. However, mental computation does not feature in importance in the current Queensland mathematics syllabus documents. Hopefully, with the writing of a new mathematics syllabus, mental computation will feature with more prominence. It has been posited that when children are encouraged to formulate their own mental computation strategies, they learn how numbers work, gain a richer experience in dealing with numbers, and develop number sense. In the literature, a wide variety of addition and subtraction mental strategies has been identified and characteristics of good mental computers have been documented. These findings are useful to inform teachers of children's thinking, and help them better understand children's explanations. However, little research has attempted to explain why or how children develop these strategies and why some children are proficient. Thus, the intention of present study was to go beyond reporting the existing situation in schools to investigating, in depth, associated factors, and to develop a comprehensive model for mental computation. This paper reports a study of Year 3 children's addition and subtraction mental computation abilities, and the complexity of interaction of cognitive, metacognitive, and affective factors that supported and diminished their ability to compute efficiently. As well, the part memory plays in mental computation was investigated. Finally, some implications for teaching are discussed. (Contains 46 references.) (Author/ASK)

ED 454 039   SE 064 769

Vale, Colleen
Meaningful Mathematics in the Middle Years.
PUB DATE- 99
NOTE- 7p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Mathematics Education; *Mathematics Instruction; Middle Schools; Number Concepts; *Numeracy; *Student Participation; Teaching Methods

This paper describes an action research project that investigated issues concerning the teaching and learning of numeracy in the middle years. Building on research concerning the middle years of schooling, and their own experience of teaching mathematics in years 5-8, a group of teachers, drawn from four schools, trialed strategies intended to improve the engagement, attitudes and outcomes of their students in mathematics. The group recommended at the end of the study that mathematics needs to be meaningful for young adolescents. The concept of meaningful mathematics is explored through a description of the actions and findings of the teachers participating in this project. (Contains 18 references.) (Author/ASK)

ED 454 040   SE 064 771

Tsoi, Mun Fie; Goh, Ngoh Khang; Chia, Lian Sai introduction to science as inquiry. Participants broke into small groups divided according to elementary and secondary levels and discussed scenarios of inquiry-based education. They worked in small groups to complete an activity and discuss "Science as Inquiry" according to the "National Science Education Standards." That activity is included in this document. One elementary teacher wanted to see inquiry in action so she visited three different classrooms. Her considerations included content of lessons, teaching strategies, student activities, and outcomes. Her classroom observations are presented. (SAH)

ED 454 063 SE 064 922

Loveless, Mary
Helping Primary School Students Make Better Sense of the Material and Physical Worlds.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Education; Foreign Countries; Hands on Science; Learning; Mathematics Education; *Physical Sciences; Science Instruction; Teaching Methods
IDENTIFIERS- New Zealand; *Third International Mathematics and Science Study

The results of the Third International Mathematics and Science Study (TIMSS) published in 1977 suggested that the achievement of New Zealand students in science could be considerably improved. A significant barrier to improving achievement, particularly in the physical sciences, was identified as a lack of teacher knowledge of the scientific concepts needed to implement a meaningful program of learning. The production of hands-on material for teachers to use in the classroom that translated the ideas and requirements of the curriculum into practical activities was recognized as a high priority. In addition, the material needed to identify the scientific background necessary for teachers so that they could support students in their science learning. This paper documents the writing of two resources, "Making Better Sense of the Material World" and "Making Better Sense of the Physical World", and discusses the reasons behind their format, structure, and the involvement of practicing teachers in their development. (SAH)

ED 454 064 SE 064 923

Zewotir, Temesgen
Gender Differences in Science Career Choice.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Females; *Gender Issues; Higher Education; *Science Careers

develop both model-building skills and a better understanding of complex systems. The third section presents an appendices containing notes about MacStarLogo, collected hints from the challenges, and an explanation of common StarLogo error messages. A CD-ROM with StarLogo and classroom projects is also included. (Contains 33 references.) (ASK)

ED 454 086 SE 065 056

Kansas Science Education Standards.
PUB DATE- 01
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Educational Change; Elementary Secondary Education; *Science Activities; Science Curriculum; *Science Instruction; *State Standards
IDENTIFIERS- *Kansas

This document presents standards, benchmarks, and examples that are designed to assist Kansas educators in selecting and developing local curricula, carrying out instruction, and assessing students' progress in science education. They also serve as the foundation for the development of state assessments in science. These standards represent high yet reasonable exceptions for all students. Each standard in the main body of the document contains a series of benchmarks which describes what students should know and be able to do at the end of a certain point (2nd, 4th, 8th, and 12th grades) in their education. Each benchmark contains a series of indicators that identify what it means for students to meet a benchmark. Indicators are frequently followed by examples which are specific, concrete ideas or illustrations of the standards writers' intent. (Contains 12 references.) (ASK)

ED 454 087 SE 065 057

Kansas Extended Curricular Standards for Mathematics.
PUB DATE- 00
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Educational Change; Elementary Secondary Education; *Mathematics Activities; Mathematics Curriculum; *Mathematics Instruction; *State Standards
IDENTIFIERS- *Kansas

This document is an extension of the Kansas Curricular Standards for Mathematics. These standards, benchmarks, and examples are intended to be used in developing curricular materials for students who are eligible for the alternative assessment. One difference in the extended mathematics standards from the general education standards is that grade levels have not been specified for the indicators under each benchmark. Rather, the benchmarks and the indicators have been organized in a hierarchical fashion, reflecting the wide variation in performance expectations for these students. Each standard in the main body of the document contains a series of benchmarks that describe what students should know and be able to do. Each benchmark contains a series of indicators which identify what it means for students to meet a benchmark. Indicators are frequently followed by clarifying examples. (Contains 12 references.) (ASK)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; *Fiction; Global Approach; Interdisciplinary Approach; Multicultural Education; *Nonfiction; *Picture Books
IDENTIFIERS- Global Awareness; *Multicultural Literature; Series Books; *Trade Books

Children's literature reflecting authentic multiethnic cultures can help young minds recognize the diversity of their families and communities. Books that allow children to see themselves in a positive role give them an opportunity to affirm their identities. Children and youth also need books that show the interaction of people of diverse cultures, their ways of encountering and solving conflicts, their ways of developing respect for each other, and their ways of creating solidarity. This guide contains more than 800 titles (single volume or series) in annotated bibliographies and creates an excellent starting point for building a multicultural book collection. It is organized by broad subject and then again by book type (picture books, fiction, nonfiction). The guide offers complete author and title indexes and more than 100 interdisciplinary application strategies ranging from reading aloud with follow-up discussions to social activism. Following a foreword, an introduction, and a how-to-use-this-book section, the guide is divided into these parts: (1) "Ties That Bind: Celebrating Life around the World"; (2) "Refugees and Homeless: Nomads of the World"; (3) "Navigating the Road to Literacy"; (4) "Books That Bring People Together"; and (5) "Multicultural Books in a Series." Contains several resource lists. (BT)

ED 454 108 SO 032 758

Cooper, Rosemary; Fordham, Jennie
Osborne. A Teacher's Handbook.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; *Built Environment; *Cultural Context; Elementary Secondary Education; Foreign Countries; *Heritage Education; *Historic Sites; Interdisciplinary Approach; Material Culture; Primary Sources; Social Studies
IDENTIFIERS- *England; Site Visits; Timelines; Victorian Period

Osborne, located on the Isle of Wight, is almost entirely Victorian. It was designed, built, and furnished to the royal family's specifications (as a holiday home), and remains largely unaltered since Queen Victoria died in 1901. It offers unique resources for those studying not only the Victorian royal family but other aspects of 19th-century life, including architecture, art and design, technology, costume, education, and leisure. This teacher's handbook is divided into the following sections: "Why Visit Osborne?"; "Understanding the Site"; "Site Description"; "Documentary Sources"; "Timeline"; "Resource Sheets"; "Educational Approaches"; "Activity Sheets"; and "Bibliography and Resources." The handbook contains illustrations and photographs and provides teaching ideas for using different parts of the Osborne estate, as well as activities that can be followed in the house itself. It offers suggestions for work based on the development of literacy and geographical skills, and ideas for mathematics, science, and technology, as well as history and multicultural themes. (BT)

NOTE- 65p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Activity Units; Cooperative Learning; Educational Environment; Gender Issues; Heterogeneous Grouping; High School Students; High Schools; Homogeneous Grouping; Lifelong Learning; *Physical Education; *Sex Bias; *Sex Fairness; Skill Development; Small Group Instruction; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- Illinois

This action research project developed an intervention to determine and change the attitudes and beliefs about students and gender bias. Targeted population were freshmen through seniors in two high schools in a blue collar, middle class community in northeastern Illinois. The problems were identified by student surveys on attitudes and beliefs about whether they would want to have same or separate gender physical education classes. Analysis of probable cause data led the teacher researchers to look at student surveys and the socialization of faculty and students. The curriculum was modified and new standards were implemented to encourage cooperative learning strategies, trust, skill development, and lifelong learning. A literature review was conducted, and many expert sources were consulted. Some research stated students would learn better in an environment that is more homogeneous than heterogeneous. One of the commonalities, however, was the climate of the class and how safe the students felt to express themselves. Instructional strategies have been modified (including more small group instruction) in various programs with considerable success. Suggestions have been made to allow for staff development for awareness and to implement and design new curriculum units to better serve the nature of the students. Post-intervention data indicated that students do not perceive that there is an actual bias or problem with classes. Findings suggest that this research project should be continued to ensure that all students recognize and change their views on the state of the classrooms. (Contains 4 figures, 39 references, and 12 appendices with student and teacher surveys, forms, checklists, 4 sample team-building lesson plans, and data for analysis). (BT)

ED 454 129 SO 032 833

Nessel, Paula A.
Youth for Justice. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Citizenship Education; Elementary Secondary Education; *Juvenile Justice; *Law Related Education; Program Descriptions; Social Studies; *Youth Problems
IDENTIFIERS- Juvenile Justice Delinquency Prevention Office; Legal Information; *Youth for Justice

Youth for Justice uses the power of active learning to teach youth practical information about the law while addressing the risks associated with being young in the United States today. This unique initiative is a law-related education (LRE) program supported by the United States Department of Justice's Office

PUB DATE- 01
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Educational Change; Educational History; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Postsecondary Education; Preschool Education; Student Needs; Vocational Education
IDENTIFIERS- *Latvia; *National Policy

Reform of education, training, and human resource development is an integral part of the transition to a democratic society and market economy. Latvia has made progress in all these areas since reform began in 1990. The challenge for the Ministry of Education and Science has been to promote and support changes that meet the needs of the new economy and society as well as the interests of all young people and adults, in the face of a shortage of financial and human resources. This book first gives a brief overview of regional issues and a history of education in Latvia and describes the development of education in the country since the political changes. The book then presents an analysis of the entire education system and identifies key directions for the reinforcement of the reforms in light of the challenges encountered by officials, communities, enterprises, educators, parents, and students under very dynamic conditions. It concludes with a set of key recommendations of goals of education, learning effectiveness, outcomes and the curriculum, management and governance for flexibility, responsiveness and change, and resources and financing. Chapters in the book are: (1) "Context"; (2) "Latvian Education System"; (3) "Compulsory and General Education"; (4) "Vocational Education and Training"; (5) "Access and Equity for Latvian Children"; (6) "Higher Education"; and (7) "Strategic Policy Development for Education in Latvia." Each chapter includes data tables and notes. Contains a 38-item selected bibliography. (BT)

ED 454 149 SO 032 862

Reviews of National Policies for Education: Estonia. Education and Skills.
PUB DATE- 01
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Educational Change; Educational History; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Postsecondary Education; Preschool Education; Vocational Education
IDENTIFIERS- *Estonia; *National Policy

Reform of education, training, and human resource development is an integral part of the transition to a democratic society and market economy. Estonia has made progress in all these areas since reform began in 1990. The challenge for the Ministry of Education has been to promote and support changes that meet the needs of the new economy and society as well as the interests of all young people and adults, in the face of a shortage of financial and human resources. This book first gives a brief overview of regional issues and a history of education in Estonia and describes the development of education in the country since the political changes. The book then presents an

The Michigan Department of Education's vision for health education is a continuum of learning experiences which enables people to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing, with students learning to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. The seven standards state that all students will be able to: (1) apply health promotion and disease prevention concepts and principles to personal, family, and community health issues; (2) access valid health information and appropriate health promoting products and services; (3) practice health enhancing behaviors and reduce health risks; (4) analyze the influence of cultural beliefs, media, and technology on health; (5) use goal setting and decision making skills to enhance health; (6) demonstrate effective interpersonal communication and other social skills which enhance health; and (7) demonstrate advocacy skills for enhanced personal, family, and community health. (SM)

ED 454 169 SP 040 037

Trube, M. Barbara; Madden, Paul M.
National Standards, State Goals, and the University's Vision Align To Provide a Framework for the Pre-Service Teacher Portfolio.
PUB DATE- 01
NOTE- 39p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; Inquiry; *National Standards; *Portfolio Assessment; Preservice Teacher Education; *State Standards; *Student Teacher Evaluation; Teacher Competencies; Teaching Skills
IDENTIFIERS- Capacity Building

This paper presents the preservice teacher portfolio as a multidimensional tool, addressing three dimensions of the portfolio based on data compiled within one university's teacher preparation program. It recommends the preservice teacher portfolio as a viable tool for assessing preservice teachers' capacity (knowledge, skills, dispositions, and sense of self) and ability to make connections among national standards, state goals, and university vision. Data come from anecdotal notes recorded during observations of students as they developed such portfolios; informal questionnaires and faculty and student surveys addressing the portfolio as a multidimensional tool; and informal faculty interviews about stages of development they observe as teacher candidates progress toward the university's goal of preparing learner centered, inquiring professionals prepared to positively impact all students. Examples from the university's early childhood licensure program are presented. Overall, this teacher preparation program uses portfolios in supporting the capacity building process identified in stages and benchmarks. Throughout the stages, the university supports teacher candidates' increasing capacities to meet the needs of all students through attention to the moral dimension of teaching, the power of technology, the complexity of diversity, and the importance of global and international connections. (Contains 16 bibliographic references.) (SM)

Hara, Noriko
Formal and Informal Learning: Incorporating Communities of Practice into Professional Development.
SPONS. AGENCY- Indiana Univ., Bloomington. Univ. Graduate School.; Indiana Univ., Bloomington. Div. of Instructional Systems Technology.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Support also provided by the Square County Public Defender's Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Informal Education; *Lawyers; *Professional Development; *Professional Education
IDENTIFIERS- *Formal Education; *Knowledge Acquisition; Professional Community

This paper examines the focus on formal training and proposes a new way of incorporating communities of practice into professional development. It describes formal and informal learning found in organizations and discusses the implications of using communities of practice to foster professional development. Data collection involved observations in one public defender's office between October 1998 and March 1999, examining the daily work practices of attorneys, shadowing two attorneys during their work days, sitting in on two jury trials, visiting the local jail, and attending various social gatherings. Interviews related to learning experiences in this community were conducted with seven attorneys at the beginning and end of the fieldwork. The first interviews were relatively general, and the second interviews focused on specific incidents occurring during the observations. Newsletters and a Web site provided by the public defender council were also reviewed. Data analysis indicated that public defenders engaged in informal learning through conversations with colleagues, reflection, and practice. Formal learning opportunities mainly involved required continuing legal education (CLE). Most of the attorneys were positive about the CLE, and they generally valued both formal and informal learning. (Contains 25 references.) (SM)

ED 454 189 SP 040 063

McCormick Rae S.
How Do Beginning Teachers Perceive Their Development as Reflective Practitioners?
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inquiry; *Reflective Teaching; State Standards; *Teacher Attitudes
IDENTIFIERS- California

This paper presents the voices of California beginning teachers who completed focus group discussions on their perceptions of their own development as reflective practitioners, analyzing

PUB DATE- 01
NOTE- 119p.; Foreword by Patricia Wasley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Competence; *Curriculum Development; Grading; High School Students; High Schools; *Performance Based Assessment; *Student Evaluation
IDENTIFIERS- *Curriculum Alignment

This book describes two high school teachers' efforts to align curriculum, assessment, and performance standards, troubleshooting issues surrounding content standards, instructional objectives, and curricular aims. Eight chapters examine: (1) "What Does a Competent Classroom Look Like?"; (2) "What Drives a Course?" (e.g., developing essential questions; essential questions in action, and applying essential questions across levels and disciplines); (3) "Are Specific Curricular Goals Aligned with Essential Questions?" (developing, understanding, and incorporating content standards and instructional objectives); (4) "Have Students Been Given the Opportunity To Succeed?" (e.g., revising assessments, assigning fun projects, and bringing assessments into alignment); (5) "Why Performance Standards?" (problems with popular techniques, experiments with rubrics, and experiments with assessment checklists); (6) "How Are Performance Standards Used To Calculate Grades?" (e.g., creating standards for assessments, revising the use of standards, and gains for students and teachers); (7) "How Do You Keep a Good Thing Going?" (e.g., motivating students, guiding major class projects, and bringing students to self-assessment) and (8) "How Can the Competent Classroom Work Better?" (e.g., encouraging student and parent participation, treating teachers as professionals, and preparing students for state assessments). Two appendixes present an American Studies curriculum and performance standards. (Contains references.) (SM)

ED 454 209 SP 040 084

Valli, Linda; Raths, James; Rennert-Ariev, Peter
A Beginning Teacher Survey Study: A Theoretical Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Mathematics Instruction; *Preservice Teacher Education; Reading Instruction; Teacher Attitudes; Teacher Competencies; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Teacher Knowledge; Tennessee

This paper describes the Beginning Teacher Survey Study's rationale, design, theoretical framework, research questions, and findings. The study was designed to: develop a survey that would gather information from beginning teachers about their preservice and induction learning experiences; develop

*Teacher Supply and Demand
IDENTIFIERS- *Hong Kong; Out of Field Teacher Assignment

This paper explores Hong Kong secondary teacher supply patterns related to teacher retention using data collected from 1991-99. Secondary teachers are classified into five categories by initial educational qualifications: registered Graduate Master (trained GM), who are university graduates with majors in a subject discipline; permitted Graduate Master (untrained GM), who are university graduates with no preservice teacher training; Certificate Master, who are teachers trained through a sub-degree teacher training program (sub-degree CM); Bachelor of Education trained teachers (B.Ed trained GM); and untrained and non-degree teachers permitted to teach under special circumstances. The 2,068 participating teachers, who began teaching in 1991, were followed over the years. About half of the teachers were females, 66 percent were untrained GM teachers, and 61 percent were teaching within their major or minor field. By 1999, only 1,139 were still teaching. Retention was influenced by type of initial training, major teaching area, whether major teaching area matched with subject of study, participation in on-the-job training within the first 3 years, and promotion within 6 years. Sub-degree trained CM teachers and trained GM teachers had a much greater probability of retention. Teacher promotion was significantly and positively positively related to teacher retention. (SM)

ED 454 229 SP 040 110

AL-Bataineh, Adel; David, Laura; Hamann, Steven; Wiegel, Laura
Reflections on Practice: Classroom Observations.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Constructivism (Learning); Diversity (Student); Educational Technology; Elementary School Students; Intermediate Grades; Internet; *Student Motivation
IDENTIFIERS- *Student Engagement

Student disengagement and overuse of direct instruction can result in lack of student motivation. This paper reflects on the practice of 4th and 5th grade teachers at a suburban elementary school that includes diverse, mainly low- and middle-income students. Because of the diversity, motivation has been very important to the school. The paper argues that characteristics of the constructivist approach to teaching and learning can foster student motivation, relating basic constructivist principles that can be applied to engaging students in intrinsic, self-motivating learning. The first section focuses on the basic concept of constructivism, which is that student learning is self-constructed, with knowledge created by the student. The second section looks at two views of constructivism (radical constructivism and social constructivism). The third section examines the relationship between constructivism and technology, explaining that social constructivism uses technology as a tool in the classroom. Technology provides students with almost unlimited access to information that they need in order to do research and test their ideas. It also facilitates their communication, cooperation, and self-reliance. This section describes the school's use of Webquest, an inquiry-oriented Web site, in order to combine constructivism and technology. (SM)

ED 454 250 TM 032 853

Edlger, Marlow
Assessing School Principals in a Community of Learners.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Collegiality; *Community; Elementary Secondary Education; *Interprofessional Relationship; *Learning; *Principals; *Professional Development

The role of the school principal in a community of learners is discussed. A "community of learners" refers to a group of individuals with common interests who share ideals and learn from each other. The principal must work with teachers, providing support and receiving support in helping students achieve optimal results. A community of learners may be formed of principals in a given area or school district. Sharing ideas and exchanging information in the community of learners strengthens the role of the principal. Ideas to be exchanged should be expressed clearly, with attention to grammar, and meetings of the community should be planned. To improve instruction, the community of learners must read, study, and research on different curriculum areas. Some suggestions are given for curriculum study related to reading comprehension, social studies, science, and mathematics. Principals would benefit from the study of standards, both those from national organizations and those provided by the state. Continuous discussion and the assessment of each new plan are musts in developing a curriculum of relevance, significance, and vitality. (Contains 10 references.) (SLD)

ED 454 251 TM 032 854

Kane, Michael
The Role of Policy Assumptions in Validating High-stakes Testing Programs.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Graduation Requirements; *High Stakes Tests; State Programs; Test Use; *Testing Programs; *Validity
IDENTIFIERS- Stakeholders

L. Cronbach has made the point that for validity arguments to be convincing to diverse audiences, they need to be based on assumptions that are credible to these audiences. The interpretations and uses of high stakes test scores rely on a number of policy assumptions about what should be taught in schools, and more specifically, about the content standards and performance standards that should be applied to students and schools. For example, a high school graduation test can be developed as a test of minimal competence for the world of work or as a measure of proficiency in the skills needed in college.

be concluded that the combined influence of the items (effect size) was impartial. The magnitude of the DIF was not trivial, being in the range of medium to large. Results also show that both methods of DIF detection yielded very similar results with respect to uniform DIF. Conditions favoring one approach over the other are discussed. An appendix contains brief descriptions of the studies considered. (Contains 1 table and 17 references.) (SLD)

ED 454 270 TM 032 879

Munby, Hugh
Educational Research as Disciplined Inquiry: Examining the Facets of Rigor in Our Work.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001). From the research program, "Co-op Education and Workplace Learning" (Hugh Monby, Nancy Hutchinson, and Peter Chin).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Ethics; Models; *Qualitative Research; *Reliability; *Research Methodology; Rhetoric; *Validity
IDENTIFIERS- *Professionalism; *Rigor (Evaluation)

This paper explores how facets of the concept "rigor" might be applied to questions about the validity and reliability of research independently of the research modes. The focus of the critical lens could then be on how to assess the contribution of various forms of research rather than on the "paradigm wars" and arguments about various research modes. The paper opens with a brief look at theoretical frameworks that acknowledge the legitimacy of different forms or modes of inquiry and allow a more direct focus on rigor within different forms. The discussion of rigor presents a recent history of the concepts of reliability and validity that tracks changes in meaning, followed by an illustration of how these concepts work together to provide a sense of rigor. It is suggested that rigor needs to account for the application or use of research, opening the way for looking at several aspects of rigor including ethics, professionalism, and rhetoric. The discussion of these issues is framed by quotations from "Under Which Lyre: A Reactionary Tract for the Times" by W. H. Auden (1946). (Contains 40 references and 7 figures.) (SLD)

ED 454 271 TM 032 880

Opp, Ronald D.; Hamer, Lynne M.; Beltyukova, Svetlana
The Utility of Involvement and Talent Development Theory in Assessing Charter School Success: Results from a Pilot Study.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Paper written with Tracy Barton and Mihoko Ogawa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference

low-income students. (SLD)

ED 454 291 TM 033 035

Banks, Karen
What Research Says about Teenagers and Sleep. Research Watch. E&R Report.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Behavior Patterns; Fatigue (Biology); Literature Reviews; *School Schedules; *Sleep
IDENTIFIERS- Circadian Activity Rhythms

In the past few years, new scientific research has addressed the sleep needs and patterns of teenagers. Research indicates that teenagers require approximately the same amount of sleep as younger children, and their optimal sleep cycles apparently begin later at night than those of younger children. There is clinical evidence suggesting that adolescents' need for sleep is similar to, or greater than, that of younger children, but other changes that occur in adolescence also affect sleep. Teenagers who are aroused from sleep early may still have elevated levels of melatonin, a hormone associated with sleep, and those who try to go to bed early may not be able to sleep, as melatonin levels indicate that their bodies are still fully awake. The indication is that social norms and expectations for teenagers work in direct opposition to the needs of their bodies. Teenagers are experiencing a change toward setting their own bedtimes at a time when homework or other interest combine with natural tendencies to keep them awake at night. Many teenagers are chronically sleep deprived, and the emotional changes of the teen years may be exacerbated by sleep deprivation. Research, while still in progress, has begun to link a lack of sleep with specific impacts on the emotional, intellectual, and social lives of teens. (Contains 21 references.) (SLD)

ED 454 292 TM 033 036

Guide to Interpreting the Spring 2000 Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Guides; School Districts; *Scores; *Scoring; State Programs; Test Interpretation; *Test Results; *Testing Programs
IDENTIFIERS- *Massachusetts Comprehensive Assessment System

This guide explains results and other information in the "Test Item Analysis Report," the "School Report," and the "District Report" for the Massachusetts Comprehensive Assessment System (MCAS) tests for spring 2000. It is designed to help superintendents, principals, and other administrators as they review the results for their schools and districts. The guide contains these sections: (1) "Document Purpose"; (2) "General Guidelines for the Interpretation and Use of MCAS Reports"; (3)

Educationally Disadvantaged; Financial Support; *Low Income Groups; State Aid; State Government; State Programs; Urban Youth
IDENTIFIERS- California; Working Poor

This report examines California's child care system. California families with working parents are less likely to rely on center-based child care than are families nationwide. The supply of child care has not kept pace with the recent movement of families from welfare to work. Thousands of California children are without child care or adult supervision after school. Very few licensed child care programs are available to parents who work nontraditional hours. Available child care may be of low quality. Child care for low income families tends to be of low quality. State child care spending tripled between 1996-97 and 2000-01. Despite California's considerable investment in child care, nearly 280,000 children in working families qualify for child care assistance but do not receive it. Many subsidized child care centers are experiencing a funding crisis. Low pay and limited funding have created a staffing crisis that undermines the ability of many programs to provide quality, stable child care. Seven recommendations include: resolve the funding crisis, guarantee child care to low income working families, and increase efforts to resolve the staffing crisis. Two appendixes present a glossary of terms and the California Child Care Center Staff Education and Staff to Child Ratios. (SM)

ED 454 311 UD 034 231

Fuller, Howard; Caire, Kaleem
Lies and Distortions: The Campaign against School Vouchers.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; *Mass Media Effects; Parent Participation; Private Schools; Public Opinion; *School Choice
IDENTIFIERS- Milwaukee Parental Choice Program WI

This report suggests that organized opponents of tax-supported school vouchers purposely issue inaccurate statements about parental school choice, suggesting that their widespread efforts seriously contaminate discussion of this policy issue. Section one suggests that a "big lie" strategy is being used by organized school voucher opponents, defining it as the intentional, repetitive issuance of inaccurate claims long after evidence shows them to be untruths, partial truths, and distortions. Section two describes uncritical media reporting of hyperbolic claims that expanding parent options through more school choice poses a threat to basic American institutions. Section three presents a case study of how poor reporting and editorial decisions by the New York Times have misled the general public about school choice research. The paper concludes by looking at the consequences of deception. (SM)

ED 454 312 UD 034 232

Raphael, Jacqueline; Chaplin, Duncan
Formative Report on the District of Columbia 21st Century Community Learning Center Summer Program.
SPONS. AGENCY- DC Agenda, Washington, DC.
PUB DATE- 00
NOTE- 33p.; With Zakia Redd, Alissa Anderson, and Jane Hannaway.

the school day and year; supporting children and families; and support from the business community. Policy implications resulting from the discussions include: overhauling leadership development; investing in high quality professional development; providing additional support for children and families; considering new management arrangements; and maintaining stable policies. (SM)

ED 454 330 UD 034 250

Robert, Pamela Faulkner
Literacy in the Face of Poverty: Two Case Studies of High Achieving Low-Income African American Fifth Grade Readers.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Family Environment; *Family Influence; Grade 5; Grandparents; Intermediate Grades; *Poverty; *Reading Achievement; Reading Skills; Student Attitudes; Student Motivation
IDENTIFIERS- *African Americans

This study examines influences on the high reading achievement of two low-income, African American fifth graders, both girls, and both of whom lived with their grandmothers. Data came from interviews with the students, their teachers, and their custodial guardians and from observations of the students at school and at home. Results indicated that while one of the students lived in dire poverty with no evidence of reading material around the house, and the other lived in poverty with reading material clearly present at home, both were high achieving readers who were significantly influenced by their grandmothers (who promoted high reading achievement). Both grandmothers stressed the importance of reading and education, and both grandmothers were involved in their granddaughters' education. Both girls had attended the Head Start program, and both attended elementary schools that promoted high reading achievement. Though the two girls had very different dispositions and reputations, they both possessed strong self-concepts as readers and as students, and both had long-term academic and professional goals. The elements that appeared to be of greatest influence in the academic success of these students were encouragement and high expectations from both family and teachers, along with early reading success and student motivation. (Contains 26 references.) (SM)

ED 454 331 UD 034 251

Urdan, Tim; Giancarlo, Carol
Differences between Students in the Consequences of Goals and Goal Structures: The Role of Culture and Family Obligation.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cultural Influences; English; *Family Influence; *Goal Orientation; High School Students;

NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Comprehensive School Health Education; *Delinquency; Drug Education; Elementary Secondary Education; Juvenile Courts; Juvenile Gangs; *Juvenile Justice; Program Evaluation; Research; Substance Abuse; Youth Problems; Youth Programs
IDENTIFIERS- *Juvenile Crime; Juvenile Justice Delinquency Prevention Office

This report summarizes the activities and achievements of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Research Division from August 1999 to the present in the areas of research, evaluation, and statistics. It provides new findings on very young offenders; the causes and correlates of delinquency; juvenile transfers to criminal court; juveniles in corrections; youth gangs; diversion from juvenile court (teen/youth courts and restorative justice programs); and national statistics on juvenile offenders and victims. It also examines new and emerging research efforts (delinquent girls and the initiatives that target female juvenile offenders), research on American Indian and Alaska Native juveniles, understanding and monitoring the "whys" behind juvenile crime trends, and mental health and juvenile justice. Finally, the report presents highlights on evaluations of school-related projects; evaluations of substance abuse programs; child victimization; Pathways to Desistance (a prospective study of serious adolescent offenders); and working with states and communities to improve evaluation and information collection efforts. Three appendixes present data on: active projects, September 1999 to present; OJJDP publications and products from the Research Division; and research-related online resources. (SM)

ED 454 351 UD 034 280

Snyder, Howard N.; Sickmund, Melissa
Challenging the Myths: 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Delinquency; Elementary Secondary Education; Homicide; *Juvenile Justice; Law Enforcement; Population Trends; Violence
IDENTIFIERS- Arrests; *Juvenile Crime

This bulletin, extracted from "Juvenile Offenders and Victims: 1999 National Report," examines juvenile crime statistics, demonstrating that the predictions in the early 1990s of the emergence of juvenile superpredators (juveniles for whom violence is a way of life) is not supported by current data. Research indicates that levels of predatory crimes (rape, robbery, and murder) committed by juveniles have dropped significantly in recent years, with robbery at its lowest level in a generation. Juvenile violence did, however, increase briefly in the early 1990s, and violent crime arrest rates increased for all age groups. This trend reflected changes in public attitudes and law enforcement policy rather than simply an increase in crime. The large growth in juvenile arrests for

ED 453 868　　　JC 010 422

Serban, Andreea M.
Evaluation of Fall 1999 Online Courses.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Distance Education; *Enrollment; *Online Courses; Participant Satisfaction; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document is a study of the demographic and academic traits of fall 1999 online students taking electronic courses through Santa Barbara City College (SBCC) (California). The study aims to compare online students with SBCC students and peer students taking the on-campus versions of the electronic courses at SBCC. This evaluation examines the following areas: (1) Course Offerings and Enrollment; (2) Student Demographic Characteristics; (3) Student Success; and (4) Student Satisfaction. The study finds that the online students are 56% female, compared to 50% female at SBCC, and 51% for peer on-campus enrollment. The age of online students mirrors that of SBCC, and is slightly older than the age of students in peer on-campus enrollment. The attrition rate for online registrants is lower than that for both SBCC and for peer on-campus enrollment. Hybrid classes have a higher attrition rate than do the totally online courses. The study finds that attempts to predict the probability of withdrawal have not been revealing. The study includes student responses to nineteen questions asked in a student survey, including how they learned about the class, how demanding the class was, and how satisfied they were with the class. (NB)

ED 453 869　　　JC 010 425

Employment Experience of NVCC Entering Students: Fall 1999.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Community Colleges; *Education Work Relationship; Reentry Students; Student Behavior; Student Educational Objectives; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College; Success Rates (College Students)

This report examines the work backgrounds of students entering Northern Virginia Community College (NVCC) in the fall of 1999. The report is based on results from the Entering Student Survey administered to students during the fall 1999 semester. The report presented in four sections: (1) the status, employment history, work schedules, income, and benefits of all survey respondents; (2) an analysis of status, employment history, work schedules, income, and benefits by age; (3) analyses by gender; and (4) analyses by race. Highlights include: (1) slightly more than 90% of the respondents were employed; (2) younger students were more likely to classify themselves as

Joliet Junior College in Illinois, the oldest continuously operating public two-year college. The book states that community colleges have long been at the forefront of preparing America's workforce for emerging technologies. With each new innovation, the colleges have moved swiftly from aviation and automotive science to metalworking and computer programming. Construction technology is one of the popular science and technology fields. Many community colleges, such as Connecticut's Norwalk Community College, offer comprehensive curricula that include architectural and civil engineering courses. Others offer specialized associate degrees, such as the one in concrete technology at Michigan's Alpena Community College. Community colleges also teach the importance of active government, public and community service through service learning, volunteering, and holding public office. (JA)

ED 453 890   JC 010 457

Giles, Melva T.
The Development and Evaluation of an Information Index for Los Angeles Community College District's Campuses Based on Senate Bill 533 Criteria.
PUB DATE- 93
NOTE- 280p.; Doctor of Education Dissertation, Pepperdine University. Some appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; *Compliance (Legal); *Institutional Characteristics; *Marketing; School Catalogs; *Student Characteristics; Student Surveys; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

In response to California Senate Bill 533, which requires postsecondary institutions to disclose institutional characteristics and student characteristics to the public, this study was used both to develop an index of such information for the Los Angeles Community College District (LACCD) campuses and to evaluate the index that was developed. This study uses five marketing strategies to address the development and evaluation of a reference catalog for the nine LACCD campuses, all of which are placed within the framework of General Systems Theory. The strategies include product development, product evaluation, and discussion. A non-experimental, descriptive research design was utilized, involving development of the information index, evaluation of the index for usefulness, relevancy, and effective packaging. The study employed secondary survey data collected on students in LACCD and analysis (of 12,926 questionnaires) or research reports and college catalogs in the development phase, and in-depth interviews of students in LACCD in the evaluation phase. Results indicated that the information index was useful, relevant, and effectively packaged. (Contains 115 references. Appendix contains Senate Bill 533, Survey Instrument, and Interview Protocol.) (LD)

ED 453 891   JC 010 458

Skills Required by the Information Technology Sector in the Washington, D.C. Metropolitan Area. Business Needs Assessment Study No. 2. Research Report.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

addressing larger social, ecological, and technological problems, a theory of the right potentially leads the way toward a more ecologically holistic and sustainability morality. The paper suggests that although developmental psychologists have largely investigated morality in terms of a theory of the right, developmental theory could profit by extending the moral domain to include a theory of the good. Both types of theories might be investigated in the context of the human relationship with nature. (Contains 62 references.) (KB)

ED 453 909 PS 029 399

Neuharth-Pritchett, Stacey
Recommendations for Kindergarten Retention: Assessing Classroom Practices and Their Relationship to Non-Promotion Decisions.
SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.
PUB DATE- 01
NOTE- 24p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmentally Appropriate Practices; Educational Philosophy; *Grade Repetition; *Kindergarten; Kindergarten Children; *Preschool Teachers; Primary Education; *Teacher Attitudes; Teacher Behavior; Teaching Methods

This study examined kindergarten retention rates and their relationship to teacher beliefs and classroom practice. Data from a sub-sample of 22 teachers in a rural Georgia school district, who were classified as exhibiting either high or low levels of developmental appropriateness in their teaching, suggested that teachers whose practices were observed to be more child-centered were less likely to recommend retention for children. Unexpectedly, the study found inconsistency between teachers' self-reported beliefs about appropriate teaching practices and measures of their actual classroom practice. (Contains 23 references.) (EV)

ED 453 910 PS 029 434

Farkas, George; Beron, Kurt
Family Linguistic Culture and Social Reproduction: Verbal Skill from Parent to Child in the Preschool and School Years.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the Population Association of America (66th, Washington, DC, March 29-31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Caregiver Speech; Child Language; Elementary Education; Elementary School Students; Family Environment; Language Acquisition; Language Research; Oral Language; Parent Child Relationship; *Parent Influence; Preschool Children; Preschool Education; Social Background; *Social Class; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Social Reproduction

This study examined the effects of social class background on children's oral language development. The study focused on children's oral vocabulary knowledge because such knowledge

Ottawa (Ontario).
PUB DATE- 01
NOTE- 36p.; Previous versions of this study were presented at the Annual Meetings of the Canadian Sociology and Anthropology Association (Sherbrook, Quebec, Canada, June 7, 1999), and at the Women's Worlds '99 Conference (Tromso, Norway, June 21, 1999). Produced by the University of Toronto, Childcare Resource and Research Unit. Seed grant administered by Ryerson Polytechnic University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Advocacy; Citizenship; *Day Care; Early Childhood Education; *Females; Foreign Countries; Gender Issues; Models; Policy Analysis; *Policy Formation; Political Issues; Public Policy; Social Problems
IDENTIFIERS- *Canada; Day Care Availability; Ontario

This report analyzes developments in Canadian child care policy in the 1990s at the federal, provincial (Ontario), and municipal (Toronto and Peel) levels, highlighting problems that are associated with a male model of citizenship. The report discusses the child care policy process as one in which state bodies are challenged by the diverse and largely women-driven child care advocacy movement. First, the report outlines some of the major developments of the 1990s that have created increasing hardship for women; foremost among these is the diminished accessibility to child care due to stagnation of or cutbacks in the funding of child care services. Connected to this is the ongoing concern among advocates for not-for-profit child care about a shift of services to the private and unregulated sector, arguably lowering quality. Also at issue are the poor and deteriorating working conditions of mostly female child care providers. These considerations are intended to highlight the importance of linking social class and gender inequality in an analysis of social policy. Second, the report discusses the effectiveness of different strategies of child care advocacy, raising some of the most persistent questions among feminists concerning political citizenship (i.e., whether it is possible to obtain social rights for women through the state, and if so, what the conditions are which make it possible). The report concludes by asserting that most women's and advocacy organizations are dismissed by governments as "special interest groups"; based on their outsider status in official politics, and lacking stable alliances, these organizations are drawn toward political solutions that may prove palatable to governments in the short run but may undermine general claims for child care as a universal rather than a targeted service. (Contains a 114 references.) (EV)

ED 453 930 PS 029 494

Guha, Smita
Developing an Effective Teaching Strategy for On-Line Instruction of Early Childhood Education Course.
PUB DATE- 00
NOTE- 18p.; Paper prepared for the Annual Meeting of the Association of Childhood Education International (San Diego, CA, April 3-6, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

predictor of child care use, followed by household and employment structure, the number of children in the household, and the household's income. Child care was more likely to be of an informal than formal nature, with grandparents the most commonly used providers. Just over a quarter of parents reported some unmet demand for child care in the past year. The majority of parents preferred an informal child care provider in an "ideal world." Parents' reasons for a particular child care provider choice varied according to type of provider used. Parents' satisfaction with their provider was very high. About half the parents felt there was not enough information available on child care provision. Thirty percent of parents using paid child care found it difficult to pay for care. Fewer than 10 percent chose paid child care because they thought it was of higher quality or more reliable than free care. (KB)

ED 453 948 PS 029 531

Brandon, Richard N.; Kagan, Sharon Lynn; Joesch, Jutta M.
Design Choices: Universal Financing for Early Care and Education.
Human Services Policy Center Policy Brief.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; *Day Care; *Early Childhood Education; *Educational Finance; Financial Support; Models; Predictor Variables; Program Costs; *Public Policy
IDENTIFIERS- Child Care Needs

This policy brief describes the components of a computer model to compare different financing approaches for universal early care and education programs as developed by the Financing Universal Early Care and Education (ECE) for America's Children Project. The brief also discusses lessons learned from analyzing key features of existing near-universal social benefits in the United States, and how they might be applied to ECE. The brief argues that if early care and education in the United States is to be transformed to meet children's needs, it must be financed not solely as assistance to low-income families but as a universal or near-universal social benefit in which middle income and affluent households have a stake. The micro-simulation model has four components or modules: (1) unit cost module calculating changes in the costs of ECE as a result of changing the staff's qualifications and compensation, improving the regulatory structure, and creating an appropriate governance structure; (2) financing module, calculating the amount of ECE assistance for which each household is eligible; (3) demand module, predicting changes in households' demand for ECE; and (4) the cost aggregation module, summing up the number of eligible and participating children and the costs to each payer for all households in the data set. The features common to near-universal social benefits in the United States include a mixture of public and private revenue sources and incentives, a combination of multiple financing mechanisms, a mixture of service providers, and a major public agency responsible for administering some or all benefits and revenues, and for tracking who is or is not served. Immediate application to ECE involves the use of multiple revenue sources and continued advocacy to ensure equity. Major tradeoffs include coverage versus cost and cost versus quality. The brief concludes by noting that the project will be generating detailed estimates of numbers of children served under different funding policies

Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; Annual Reports; *Child Abuse; *Child Neglect; *Child Welfare; Childhood Needs; *Children; Family Needs; *Foster Care; Group Homes; Program Evaluation; Residential Institutions; Tables (Data); Well Being
IDENTIFIERS- *Child Placement; Permanency Planning (Foster Care); Placement (Foster Care)

This report is the first in a series of annual reports presenting data on state performance in meeting the needs of children and families who come into contact with the child welfare system, focusing on outcomes for these children. The seven outcomes are: (1) reduce recurrence of child abuse/neglect; (2) reduce incidence of child abuse/neglect in foster care; (3) increase permanency for children in foster care; (4) reduce time in foster care to reunification without increasing re-entry; (5) reduce time in foster care to adoption; (6) increase placement stability; and (7) reduce placements of young children in group homes or institutions. The introductory chapter depicts the child welfare system as seen through the perspective of children in the system, describes current challenges in child welfare, and details the Congress' and Department of Health and Human Services' responses to these challenges. Chapter 2 presents the seven outcomes, measures for each outcome, and the rationale for their selection. Chapter 3 describes the data sources used for measuring state performance. Chapter 4 presents key findings from the first year's effort, summarizes performance data for 30 states, with the best available data on the measures, and highlights implications for policy and practice. Chapter 5, the bulk of the report, presents individual state data pages, with each state having two pages of context data and three pages of outcome measures; some states include an additional page of commentary. Key findings indicate that in 1997, there were 485,870 child victims of maltreatment in 30 states, more than half suffering neglect. Forty-one percent of children entering foster care in fiscal year 1998 were 11 years or older. The median length of stay for children exiting care was 10.8 months. African American and Alaska Native/American Indian children were over-represented in foster care. Almost half the 23,523 children adopted were African American. The report's seven appendices include additional national statistics, measures associated with each of the outcomes, and data sources. (KB)

ED 453 966 PS 029 554

Langford, Judy; Wolf, Kathy Goetz
Guidelines for Family Support Practice. Revised Second Edition.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; A.L. Mailman Family Foundation, Inc.; Annie E. Casey Foundation, Greenwich, CT.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Johnson Foundation, Inc., Racine, WI.
PUB DATE- 01
NOTE- 284p.; Additional funding provided by the Carnegie Corporation. For 1996 Edition, see ED 401 020.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Children; *Elementary School Students; Family School Relationship; *Parent School Relationship; *Parent Student Relationship; Performance Factors; *Secondary School Students
IDENTIFIERS- *Parent Expectations

In classrooms across America, academic standards are being raised. This brochure is intended to help parents understand the importance of higher academic standards and to provide questions that parents can ask teachers and administrators to learn what they need to know about the expectations at their children's school. The brochure first defines higher standards and highlights how children can become "academically fit" for the future. A sampling of academic work from schools where high standards are already in place is then presented for 2nd grade writing and English, 4th grade reading, 7th grade math, 8th grade history, high school science, high school English, 8th grade math, and 8th grade science. The brochure then offers suggestions for creating a regular dialogue with the child's teacher, and presents questions to ask in five areas: (1) "What skills and knowledge will my child be expected to master this year?"; (2) "How will my child be evaluated?"; (3) "What can I do to stay more involved in my child's academic progress?"; (4) "How do you accommodate differences in learning?"; and (5) "How are students prepared for further learning after high school?" Additional questions to ask if the child is in high school are included. The brochure concludes with suggested activities to reinforce learning at home in the areas of reading/writing, math, social studies, science, and the arts. A list of sources on academic standards is included. (HTH)

ED 453 984 RC 022 906

Dayo, Dixie, Ed.
Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2000.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Alaska Federation of Natives, Anchorage.; Annenberg Rural Challenge, Granby, CO.
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Cultural Education; *Culturally Relevant Education; Educational Change; Elementary Secondary Education; Outdoor Education; *Rural Education; *Science Education
IDENTIFIERS- Alaska; *Indigenous Knowledge Systems; *Systemic Educational Reform

Funded by the National Science Foundation, the Alaska Rural Systemic Initiative (AKRSI) promotes systemic educational reform based in the culture and philosophy of the Alaska Native world view. AKRSI's first 5-year funding cycle ended in August 2000, and AKRSI was funded for a second 5 years beginning in November 2000. AKRSI activities are organized in five tracks, which rotate among Alaska's five cultural regions: Inupiaq, Athabascan, Yupik/Cupik, Aleut/Alutiiq, and Southeast regions. This document contains the five issues of Sharing Our Pathways, the AKRSI newsletter, published in 2000. Feature articles

Education; Science Education; Student Development; *Summer Science Programs
IDENTIFIERS- American Indian Science and Engineering Society; *Indigenous Knowledge Systems; Intergenerational Transmission

The Fairbanks American Indian Science and Engineering Society (AISES) Science Camp was designed for Alaska Native middle school students from 11 school districts. The camp enables students to learn from Native Elders while completing hands-on science projects; stimulates interest and confidence in mathematics, science, and engineering among Alaska Native students; provides a curriculum that integrates Alaska Native knowledge and values with Western mathematics and science; and encourages parents to support the academic pursuits of their children. Secondary camp objectives relate to students' cultural and spiritual development and the creation of a network of students interested in science education in Alaska. The academic component of the camp required students to complete a science project following the scientific method and specific guidelines for writing up the report. The cultural component required students to interact with Elders daily, consult and interview Elders about their science projects, complete various traditional projects under guidance of Elders, and learn traditional social rules of behavior. Students found that in most cases the knowledge and experience of the Elders complemented, confirmed, and surpassed the quality and depth of information found in either the library or Internet. The grand prize winners in the Kodiak and Fairbanks AISES science fairs, which are open to all rural, middle school students in Alaska, were former participants of these science camps. (Contains 25 references.) (TD)

ED 454 002   RC 023 023

Jackson, Tamatha
Hopes versus Reality: A Study of Anglo and Hispanic Students' Expectations of the Benefits of College Education.
PUB DATE- 00
NOTE- 28p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Educational Attitudes; Employment Patterns; *Higher Education; *Hispanic American Students; Racial Differences; Sex Differences; Social Integration; *Student Attitudes; Student Surveys; *Undergraduate Students; Unemployment; White Students
IDENTIFIERS- Texas A and M University

This paper examines whether Hispanic Americans are more likely than Anglo Americans to view college education as a major component in job attainment. The study reviewed data from the U.S. Bureau of Labor Statistics and surveyed 86 undergraduate students at Texas A&M University. The college sample was fairly representative of the student population in terms of racial, ethnic, and gender composition. Survey results indicate that Hispanic males and females expressed more faith in college education being a main component of getting a job than did their Anglo counterparts. However, faith in the employment benefits of college education was stronger among Hispanic males than Hispanic females, and was stronger among Anglo American females than Anglo American males. Department of Labor

IDENTIFIERS- Outdoor Recreation

This proceedings contains conference papers and abstracts of papers concerned with research into the processes and outcomes of outdoor and adventure education. Following a preface, "What Have We Been Doing?" (Anderson B. Young), the papers are: (1) "Components of the Outdoor Trip: What Really Happens?" (Alan Ewert, Jim Sibthorp, Erin K. Sharpe, Joel Meier, Leo McAvoy, Ken Gilbertson, Nina S. Roberts, Shayne Galloway); (2) "Testing the Adventure Recreation Model: A Replication with Subjects Involved in a Required Outdoor Experience" (Lynn Anderson, Dale Anderson, Anderson Young); (3) "Cultural History Interpretation in Adventure Education: Promoting 'Landfull' Experiences" (Molly Ames Baker); (4) "The Effects of a Public School System's One Day Adventure Experience" (Harlan Eagle, Janelle Gordon, Lindy Lewis); (5) "Outdoor Adventure and Health: Supporting Empirical Data" (Camille J. Bunting); (6) "The Use of Adventure Programming in Traditional Substance Abuse Treatment Programs: An Exploratory Investigation" (Ricardo Moraes); (7) "Trends and Issues in Not for Profit Camping" (Deborah Bialeschki, Karla Henderson, Kate Dahowski); (8) "Benefits and Components of an Inclusive Adventure Program for Families with Children Who Have a Disability" (Kathleen Scholl, Leo McAvoy, John Smith); (9) "Leadership Development and Youth Camping: Determining a Relationship" (Rachelle H. Toupence, Christine D. Townsend); and (10) "The Impact of Camp Programs on Children with Disabilities: Opportunities for Independence" (Ann Fullerton, Steve Brannan, Joel Arick). Also included are two abstracts: "Developing Life Skills through Adventure Education: A Qualitative Study" (Jim Sibthorp) and "The Effects of Environmental and Adventure Education Programs on the Wilderness Attitudes of Japanese Early Adolescents (Taito Okamura). (Contains references in each paper.) (SV)

ED 454 020   RC 023 076

Ewert, Alan; Sibthorp, Jim; Sharpe, Erin; Meier, Joel; McAvoy, Leo; Gilbertson, Ken; Roberts, Nina; Galloway, Shayne
Components of the Outdoor Trip: What Really Happens? Study 1, Study 2, Responses, and Research Recommendations .
PUB DATE- 00
NOTE- 24p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; *Experiential Learning; Group Experience; Higher Education; Leadership Effectiveness; *Leadership Training; *Outdoor Education; *Outdoor Leadership; *Research Needs; *Student Experience
IDENTIFIERS- Expedition Education; Indiana University

In this paper, multiple authors present research findings on the components and outcomes of an outdoor education trip involving college students, responses to the findings, and recommendations for a research agenda. The Conservation and Outdoor Recreation Education (CORE) program at Indiana University provides classroom and outdoor experiential education concerned with outdoor leadership, building toward a 3 to 4-week expedition phase. An Outdoor Leadership Efficacy Scale developed by CORE staff was administered to 12 students before and after a 3-week mountain expedition. Results support the importance of mastery experiences, feedback, modeling, and verbal and emotional support in the development of leadership

Practical Multimedia Courseware Design for Learner's Difficulties
in Chemical Education.
PUB DATE- 99
NOTE- 11p.; Paper presented at the combined Annual Meeting of the
Australian Association for Research in Education and the New
Zealand Association for Research in Education (Melbourne,
Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- At Risk Persons; Chemical Reactions; *Chemistry;
*Computer Software Development; *Computer Uses in Education;
*Instructional Materials; Multimedia Instruction; Organic
Chemistry; Science Education; Science Process Skills; Secondary
Education; Thinking Skills

The designing of multimedia chemistry courseware is a complex and challenging task for many instructional developers and writers especially in the initial stage of the prototype to be developed. As such, this paper provides insights gained into some practical design considerations in developing a multimedia courseware in chemical education at secondary school level. It concentrates on the early stage of the development process and specific design tips or guidelines based on practical pedagogical experiences in courseware design and storyboard. Among the seven major chemistry topics covered by the courseware as modules, two important modules, namely organic chemistry and experimental techniques are selected to illustrate some salient design issues that are related to certain important learning principles. The three understanding levels (macro, micro, and symbolic) related to learners' difficulties in learning chemistry will also be addressed in the development of the courseware. Implications for designing chemistry courseware, which emerge as a result of the design issues considered will also be discussed in the context of both the multimedia producer and writer. (Contains 21 references and 4 figures.) (Author/SAH)

ED 454 041 SE 064 772

Townsend, Michael; Lai, Mei Kuin; Lavery, Lyn; Sutherland,
Carolyn; Wilton, Keri
Mathematics Anxiety and Self-Concept: Evaluation Change Using the
"Then-Now" Procedure.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Combined Annual Meeting of the
Australian Association for Research in Education and the New
Zealand Association for Research in Education (Melbourne,
Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mathematics
Anxiety; Mathematics Instruction; *Self Concept Measures

Cooperatively structured laboratory sessions were used to introduce undergraduate students to basic research methods and statistics. In a previous evaluation of the effects of this programme using self-report measures, mathematical self-concept was enhanced, but mathematics anxiety did not change. This

Although a number of female students in the entry-level of tertiary education has increased substantially in recent years, the proportion of incoming females in the fields of science and technology is low. Government and non-government organizations encourage females to enter tertiary level education for career development. However, judging by women's participation in the scientific community, it seems that for incoming female students some of the disciplines are not attractive and rewarding enough to seek advanced training. Consequently, some departments seem to be relatively feminized whereas others are masculinized. This paper investigates the career preferences of male and female students within the disciplines of social sciences, business, law, agriculture and humanities. After assessing the position of science the researchers identify the relatively feminized science and relatively masculinized science fields. (ASK)

ED 454 065 SE 064 925

Lloyd, David
The Future: The Hidden Dimension in Science Education.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Foreign Countries; *Futures (of Society); *Learning; *Prediction; *Psychology; *Science Curriculum; Science Instruction; Secondary Education
IDENTIFIERS- Australia

Over the last ten or so years this researcher's educational focus has been on providing a science education program that is both liberating and empowering for students. Although there have been a number of motivating themes, the central one has been his work with student images of the future. He has taken these seriously and used them to inform by educational practice. These images are both compelling and concerning. He justifies importance and then describe ways he has changed his own practice in view of his findings. He has come to realize that the science education that he has provided has been based on a view of curriculum that undervalues the temporal dimension. To address this aspect he has used the concepts and techniques of the futures field to enrich pedagogy and develop the concept of a transformational curriculum. (Contains 42 references.) (Author/YDS)

ED 454 066 SE 064 931

Rowan, Thomas; Bourne, Barbara
Thinking Like Mathematicians: Putting the NCTM Standards into Practice. Updated for Standards 2000.
PUB DATE- 01
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Change; Elementary

ED 454 088 SE 065 066

Blume, Joseph; Garcia, Kristi; Mullinax, Kelly; Vogel, Kelly
Integrating Math and Science with Technology.
PUB DATE- 01
NOTE- 98p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Educational Technology; Elementary Secondary Education; *Interdisciplinary Approach; *Mathematics Education; *Science Education; Teaching Methods

This report describes the effect of integrating math and science and employing technology to bridge the gap. The targeted population consisted of primary and secondary students in a diverse, blue-collar, rural community located in northeast central Illinois. The problem of low-test scores and errors on assignments in mathematics was evident and documented through daily work, student portfolios, and teacher generated tests. Analysis of probable cause data revealed that low student achievement in math skills was evident in the daily work, portfolios of students, and tests by teachers. Students were not motivated to learn math and science skills in a traditional classroom setting. Teaching strategies utilized technology, thematic units, and an integrated math and science course in order to make learning relevant to the students. A review of solution strategies such as literary articles, surveys, and an analysis of the problem setting resulted in the creation of an integrated math and science course, the utilization of thematic units, and increased usage of technology. These strategies were implemented to improve student motivation and achievement. Post intervention data indicated strengthened mathematical computation skills, increased problem solving skills, and increased student interest. (Contains 36 references.) (Author/ASK)

ED 454 089 SE 065 067

Kim, Byoung-Sug; Chung, Wan-Ho; Lee, Kil-Jae; Kwon, Yong-Ju
Self-Regulated Strategies in Science Learning: The Role of Prefrontal Lobe Function.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Research was made possible by a grant from the Brain of Korea 21 Project and the Korea Science and Engineering Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Learning Strategies; Metacognition; Middle Schools; *Motivation; Science Education
IDENTIFIERS- *Self Regulation; South Korea

The present study firstly examined the use of learning strategies for students classified as having either a high or a low level of motivation, based on level of academic volitional strategy (AVS) and academic delay of gratification (ADOG). Students were classified into four groups on the basis of a two (motivation: low, high) by two (AVS or ADOG: low, high) analysis. Secondly, planning ability as one of the prefrontal lobe functions was examined to see whether students who have high-level planning

ED 454 109 SO 032 762

Jongewaard, Steve
The Six Characteristics of Universal Citizenship: Their Development and Measurement in Pre-Service Teachers.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Classroom Techniques; Communication Skills; Course Content; *Curriculum Development; Elementary Secondary Education; Higher Education; *Methods Courses; Preservice Teacher Education; *Preservice Teachers; *Social Studies
IDENTIFIERS- Prototypes; *Transcultural Universalism

This paper addresses three questions: (1) What key citizenship characteristics are essential for today's highly diverse, complex classrooms? (2) What should be the content of a course that would teach these traits? and (3) What pedagogical strategies could be employed to enhance the delivery of that content and to measure for the desired results? The paper describes a combined elementary and secondary social studies methods course for delivery of key components of universal citizenship. It addresses research design, six characteristics of "transcultural universalism" (cross-cultural adaptability, geographical global awareness, contextual global awareness, empathetic activism, shared values, and trans-cultural awareness), and three pedagogical principles that facilitate the application of these characteristics by pre-service teachers. Preliminary descriptive and statistical results are discussed. Statistical correlations between course components and citizenship characteristics must be developed, and a specified set of cross-cultural communication skills should be incorporated into subsequent iterations of the methods course. Contains 3 figures, 5 tables, and a 38-item working bibliography. (BT)

ED 454 110 SO 032 778

Foster, Victoria
In Search of the Public: Girls' Status as Learner-Citizens, Global Issues and Local Effects.
PUB DATE- 99
NOTE- 14p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999) and the New Zealand Association for Research in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Citizenship; *Citizenship Education; Curriculum Development; Educational Trends; *Equal Education; Females; Foreign Countries; *Gender Issues; *Womens Education
IDENTIFIERS- Backlashes; International Trends; Male Female Relationship; Rhetorical Stance

of Juvenile Justice and Delinquency Prevention (OJJDP). Through a dynamic process, LRE helps young people learn about the legal system and understand concepts such as justice, freedom, responsibility, equality, and authority. LRE programs in school, community, and juvenile detention settings engage kindergarten through grade 12 youth as partners in the learning process and equip them to face the daily challenges presented by drugs, peer pressure, crime, and violence. This bulletin describes both the programs that are funded under Youth for Justice and some other LRE programs and publications that can serve as resources to enhance the funded programs. (BT)

ED 454 130 SO 032 834

Clawson, Heather J.; Coolbaugh, Kathleen
The YouthARTS Development Project. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Art Education; *At Risk Persons; *Delinquency; *Delinquency Prevention; Fine Arts; Individual Development; Program Descriptions; *Program Evaluation; *Youth Problems
IDENTIFIERS- Georgia (Atlanta); Oregon (Portland); Texas (San Antonio)

The arts enrich the culture and individual lives immeasurably, but what impact do arts-based programs have in preventing juvenile delinquency? To address this question, the YouthARTS Development Project, with the technical assistance of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), brought together Federal agencies, national art organizations, and a consortium of local arts agencies to develop and assess arts-based prevention programs for at-risk youth. This bulletin describes the evaluation and its positive findings for YouthARTS programs in Atlanta (Georgia), Portland (Oregon), and San Antonio (Texas). The bulletin states that the lessons learned by the Art-as-Work (Atlanta), Youth Arts Public Arts (Portland), and Urban smARTS (San Antonio) programs will help other agencies to improve their arts programs, achieve project goals, and recognize the importance of evaluating arts-based programs for at-risk youth. According to the bulletin, arts-based delinquency programs have a promising future, and objective assessments such as these show that people are on the right path toward realizing that future. (BT)

ED 454 131 SO 032 835

Cook, Timothy J.
Architects of Catholic Culture: Designing and Building Catholic Culture in Catholic Schools. The NCEA Catholic Educational Leadership Monograph Series.
PUB DATE- 01
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Catholics; *Cultural Context; *Educational Philosophy; Elementary

analysis of the entire education system and identifies key directions for the reinforcement of the reforms in light of the challenges encountered by officials, communities, enterprises, educators, parents, and students under very dynamic conditions. It concludes with a set of key recommendations of goals of education, learning effectiveness, outcomes and the curriculum, management and governance for flexibility, responsiveness and change, and resources and financing. Chapters in the book are: (1) "Context"; (2) "Estonian Education System"; (3) "Pre-School and Primary and Secondary General Education"; (4) "Vocational Education and Training"; (5) "Higher Education"; and (6) "From Forward Thinking to Action." Each chapter includes data tables and notes. Contains a 22-item selected bibliography. (BT)

ED 454 150 SO 032 863

Brophy, Jere; Alleman, Janet
Primary-Grade Students' Knowledge and Thinking about Family Living as a Cultural Universal.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 224p.; For other studies in this series, see ED 437 311, ED 439 072, ED 451 124, ED 451 129, and SO 032 864.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Education; Curriculum Development; Educational Research; *Family Life; Interviews; Primary Education; *Prior Learning; *Social Studies; Student Attitudes; *Student Reaction
IDENTIFIERS- *Cultural Universals; Curriculum Emphases

The traditional K-3 social studies curriculum has focused on food, clothing, shelter, communication, transportation, and other cultural universals. Very little information exists about children's prior knowledge and thinking about these topics. This study was designed to provide such information with respect to the topic of family living, and in the process to assess claims that primary-grade students do not need instruction in the topic because they learn what they need to know about it through everyday living. Individual interviews were conducted with 96 K-3 students, stratified by grade level, achievement level, and gender. Students were asked to define families and talk about why most people live in families and to talk extensively about many and diverse aspects of families and family living. Findings suggest that children do not routinely acquire all, or even a significant portion, of what is worth knowing about cultural universals through everyday experiences. Furthermore, the mostly tacit knowledge that they do accumulate is limited, disconnected, and frequently distorted by naive ideas or outright misconceptions. The conclusion is that primary students stand to benefit from instruction about cultural universals, and this instruction should be part of the primary grades social studies curriculum. Contains 53 references. Appended are the family living interview and a table of distribution and correlation coefficients showing relationships of coding categories to grade level, achievement level, and gender. (Author/BT)

ED 454 151 SO 032 864

Brophy, Jere; Alleman, Janet
Primary-Grade Students' Knowledge and Thinking about Transportation as a Cultural Universal.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.

ED 454 170 SP 040 038

Burnaford, Gail, Ed.; Fischer, Joseph, Ed.; Hobson, David, Ed.
Teachers Doing Research: The Power of Action through Inquiry. Second Edition.
PUB DATE- 01
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- *Action Research; College Faculty; College School Cooperation; Computer Uses in Education; Disabilities; Educational Change; Educational Technology; Elementary Secondary Education; Faculty Development; Gender Issues; Higher Education; Industrial Arts; Inquiry; Journal Writing; Language Arts; Personal Narratives; Physical Education; Preservice Teacher Education; Research Methodology; Second Language Instruction; Social Science Research; Student Teachers; Teacher Collaboration; *Teacher Researchers; Trust (Psychology); Urban Schools
IDENTIFIERS- Laptop Computers; Reflective Thinking; Study Groups

This collection of papers describes the processes of doing teacher action research. There are nine chapters in three parts. Part 1, "Ways of Doing Teacher Action Research," includes (1) "Action and Reflection: Narrative and Journaling in Teacher Research" (David Hobson); (2) "Action Research Rationale and Planning: Developing a Framework for Teacher Inquiry" (Joseph C. Fischer); (3) "Teachers' Work: Methods for Researching Teaching" (Gail Burnaford); and (4) "Teacher Researchers Go Online" (David Hobson and Louanne Smolin); "Discovering the Real Learner Within: Journal Keeping with Second-Grade Children" (Nancy Brankis); "Overcoming Paradigm Paralysis: A High School Teacher Revisits Foreign Language Education" (Emmerich Koller); "Racing to Research: Inquiry in Middle School Industrial Arts" (Wallace Shilkus); "The Personal and the Professional: Learning about Gender in Middle School Physical Education" (Rick Moon); and "LAPTOPS: Language Arts for Students with Learning Disabilities: An Action Research Curriculum Development Project" (Martha C. Stephens). Part 2, "School and Professional Contexts," includes (5) "Learning with Each Other: Collaboration in Teacher Research" (David Hobson); (6) "School and University Teacher Action Research: Maintaining the Personal in the Public Context" (Gail Burnaford); and (7) "Teacher Action Research and Professional Development: Foundations for Educational Renewal" (Linda S. Tafel and Joseph C. Fischer); "When the Mountain and Mohammed Meet: Teachers and University Projects: A Model for Effective Research Collaboration" (Judith Lachance Whitcomb); "Shifting Gears: An Urban Teacher Rethinks Her Practice" (Vida Schaffel); "Piecing Our Past through Artistic Inquiry: Students and Teachers as Co-Researchers in an Urban Elementary School" (Jackie Samuel and Susan Sheldon); "Leading a School-Based Study Group: My Personal Path to Renewal" (Kelli Visconti); "Three Contexts for Exploring Teacher Research: Lessons about Trust, Power, and Risk" (Nancy Hubbard); and "The Action Research Laboratory as a Vehicle for School Change" (Joseph C. Senese). Part 3, "The Larger Arena," includes (8) "How Does It Matter? Teacher Inquiry in the Traditions of Social Science Research" (Susan Jungck) and (9) "Teacher Research and School Reform: Lessons from Chicago, Curitiba, and Santiago" (Joseph C. Fisher and Norman Weston). An afterword presents "The Three P's in Teacher Research: Reflecting on Action Research from Personal, Professional, and Political Perspectives" (Owen van den Berg). (Chapters contain references.) (SM)

the nature and extent of teachers' thinking. Teachers were part of the California Formative Assessment and Support System for Teachers (CFASST), which is framed around a cycle of reflective inquiry and uses the California Standards for the Teaching Profession as the standard description of reflective practice. Analysis of the focus group data indicated that beginning teachers in the CFASST program reflected regularly about their practice, and they used multiple formats (e.g., written, verbal, small groups, one-to-one, and alone) to enhance reflection. While many described themselves as being naturally reflective about their work, data indicate that the nature and extent of such thinking changed as they participated in a program of structured support organized around cycles of inquiry and reflection. Reflection became more focused on specific elements of curriculum, pedagogy, and assessment. At the same time, teachers began to examine larger issues related to the profession and to the organization of schools. (Contains 14 references.) (SM)

ED 454 190 SP 040 064

Snow, Jennifer L.; Silva, Diane Yendol
Reconceptualizing Curriculum for the Professional Development School: Methods Faculty Self-Reflections.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperative Planning; *Curriculum Development; Elementary Secondary Education; Higher Education; Methods Courses; Participative Decision Making; Preservice Teacher Education; *Professional Development Schools; Readiness; *Teacher Collaboration; *Teacher Educators; Theory Practice Relationship

This study investigated how four teacher educators, who were collaborating with school-based partners to reconceptualize the portion of the teacher education curriculum traditionally delivered in the university methods courses, approached course reconceptualization. Data from interviews with the teacher educators highlighted four themes: learning how to create a participative culture and deal with the resulting tensions; being ready to look at one's own curriculum rather than reform someone else's curriculum; recognizing the threads that unite their work as teacher educators; and learning how to balance theory and practice. Despite all of the tensions throughout this collaborative planning experience, teacher educators recognized progress in the schools and in their teacher preparation. For example, mentors and principals were acknowledging successful practice on the part of the interns and improved practice and interest in professional growth on the part of teachers. Teacher educators acknowledged that they learned from both their work with teachers and their work with each other. They were reminded that change can be a slow process in schools and that PDS curriculum teams become organisms driven by certain tasks but influenced by so much more. (Contains 28 references.) (SM)

ED 454 191 SP 040 065

Otoya-Knapp, Karina

theoretically and empirically based constructs of teacher preparation, induction, knowledge, beliefs, and practice; and determine relationships among three sets of variables (teacher preparation, teaching knowledge and practice, and student learning). The survey was administered in Tennessee and Connecticut to first, second, and third year teachers of grades 3-8 who taught reading and/or mathematics. This paper reports findings from Tennessee only, focusing on mathematics instruction. By linking the database of survey responses from Tennessee beginning teachers to measures of student academic growth, researchers were able to examine relationships between teacher preparation/practice variables and measures of teacher effectiveness based on student learning. Preliminary findings indicate that beginning teachers were more successful in teaching mathematics if they: believed that teachers can have an impact on student learning; helped students make sense out of mathematics; learned how to do this in their teacher preparation program; and received continued support in their first teaching years from an experienced mentor. Appended is the theoretical model. (Contains 36 references.) (SM)

ED 454 210 SP 040 085

Cakiroglu, Erdinc; Cakiroglu, Jale
Reflections on Teacher Education in Turkey.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the "Journal of Curriculum Theorizing" (JCT) (Bloomington, IN, September 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Teacher Attitudes
IDENTIFIERS- *Turkey

This paper discuses problems in Turkish teacher education, examining the consequences of western influence in building relevant programs. After reviewing the history of Turkish education, the paper examines three major issues in Turkish teacher education. The first is problems that stem from the overall situation in the country (e.g., rapid population growth and movement, political instability, and the low status of the teaching profession). The second issue is the selection of prospective teachers for teacher education programs (high school graduates must complete a standardized selection and placement examination in order to enter the university, which means they are admitted based only on their academic achievement). The third issue is the teacher education curriculum, which tends to be very western. The Turkish Higher Education Council recently redesigned teacher education programs to focus more on the realities of Turkish schools. Teachers have complained about the irrelevance of teacher education programs to Turkish schools (e.g., they studied from American textbooks which discussed working with African American and Hispanic students, but they never addressed the dynamics of Turkish schools). Teachers felt a lack of connection between what they studied at the university and what they found in the schools. (Contains 16 references.) (SM)

ED 454 211 SP 040 086

ED 454 230 SP 040 111

King, Christopher T.
Year Three Evaluation: On the Right Track.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Texas State Dept. of Health, Austin.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Health Promotion; Leadership; *Life Style; Program Effectiveness; Program Evaluation; Quality of Life
IDENTIFIERS- Risk Reduction; Texas

Researchers evaluated On the Right Track, which works to prevent secondary conditions for Texans with disabilities. The three main goals are: science (knowledge concerning the magnitude and severity of disabilities and secondary conditions); service (promoting healthy lifestyles by increasing awareness of the need for preventing secondary conditions among consumers, providers, and policymakers); and leadership (strengthening the Texas Department of Health's TDH's leadership role in understanding and preventing secondary conditions associated with disabilities in the learning domain). Evaluation activities addressed process and implementation aspects. Researchers reviewed project documents and interviewed current and former project staff, TDH staff, key people at specific sites, and Southwest Texas State University researchers. The first 3 years were not totally successful in terms of the three goals. There were continuing contracting and staff turnover problems at all levels, shifts in project focus, and difficulties securing required approvals. The science goal was most problematic. Most of the research components had not succeeded as science projects by year 3. Service and leadership activities were more successful. A Web site became operational and accessible, and most promotional activities had occurred. Staff made substantial progress in bolstering the agency's leadership position in the disability policy area. (Contains 18 references.) (SM)

ED 454 231 SP 040 112

South Dakota Health Education Standards: A Resource Guide for Achieving Health Literacy.
PUB DATE- 00
NOTE- 91p.; For the Physical Education Standards, see SP 040 113.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Health Behavior; *Health Promotion; Interpersonal Communication; Life Style; State Standards
IDENTIFIERS- Risk Reduction; *South Dakota

These South Dakota health education standards provide a framework for use by state education and health agencies and local school districts to create an instructional program that will enable their students to become healthy and capable of academic success. It is a framework for making decisions about which lessons, strategies, activities, and types of assessment to include in a health education curriculum. The standards include the standards/goals, indicators, benchmarks, and sample grade

The assumptions built into the assessment need to be subjected to scrutiny and criticism if a strong case is to be made for the validity of the proposed interpretation. Stakeholder views are a critical part of the evaluation of the policy assumptions implicit in any testing program. The point is made that much of the current practice in the validation of high stakes testing programs, including high school graduation tests, is seriously flawed because only a part of the interpretive argument is evaluated. (Contains 1 table and 42 references.) (SLD)

ED 454 252 TM 032 855

O'Leary, Michael
Item Format as a Factor Affecting the Relative Standing of Countries in the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Constructed Response; Cross Cultural Studies; Foreign Countries; *International Education; *Mathematics Achievement; Multiple Choice Tests; Secondary Education; *Secondary School Students; Test Construction; Test Format; *Test Items
IDENTIFIERS- *Ireland; Rank Order; *Third International Mathematics and Science Study

Data from the Third International Mathematics and Science Study (TIMSS) were examined to determine the extent to which the rank ordering of countries based on pupil test performance was consistent across three different item formats: multiple-choice, short-answer, and extended-response. Findings from the analysis are used to make the case that international comparative studies are very complex and that the data they generate cannot be taken at face value but need close examination before firm conclusions can be drawn about a country's relative performance. The focus was the science performance of Irish second year secondary school students (Grade 8) in TIMSS across different item types, comparing this with the performance of similar cohorts in 11 other countries. Irish student performance was close to the international averages for short-answer and multiple-choice items, but performance on extended-response items was significantly above the international average. An examination of the match of these test items to the Irish curriculum was not good, and the Irish curriculum was judged to encourage higher-order thinking less than in other countries. Both of these factors made the good performance on extended-response items surprising. In many respects, these findings confirm the suspicion of W. Cooley and G. Leinhart (1980) that frequent exposure to test format will make a difference in performance. In Ireland there is a tradition of more open-ended essay type tests, and this may account for students' success with extended-response items. These findings also demonstrate the difficulties involved in making international comparisons of academic performance. An appendix contains a table of science averages for TIMSS participants. (Contains 63 references.) (SLD)

ED 454 253 TM 032 856

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Theories; Elementary Secondary Education; Focus Groups; *Parent Participation; Parents; Pilot Projects; *School Effectiveness; *Talent; Teachers
IDENTIFIERS- Ohio; Stakeholders

The usefulness of involvement and talent development theory in the assessment of charter schools and their students' success was studied as part of an effort to develop an assessment that would match the views of primary stakeholders (parents and teachers) more authentically. The research considered how parents and teachers define success in charter schools and their students and the nature of the involvement of students, teachers, and parents/guardians in charter schools. For this pilot study, four community charter schools in Lucas County, Ohio, were chosen to represent the different types of schools chartered in this County. Schools included a school for youth with multiple handicaps and behavior disorders, an elementary school emphasizing cooperation, a K-12 school for at-risk youth, and a college preparatory middle school and high school focusing on the performing arts. Focus group interviews were conducted with parents/guardians and teachers in each school, and many of their responses are reported. Interview data was complemented by classroom observation. The study found that the theory of involvement and talent development is useful in assessing the success of charter schools and their students. Student, teacher, and parent involvement, and both cognitive and affective talents were mentioned as indicators of charter school success. The results show that student performance on standardized tests is not the primary way in which charter school parents and teachers define success for the schools or their students. These results suggest that a more nuanced and comprehensive approach to defining and measuring the success of charter schools and their students is needed. (Contains 24 references.) (SLD)

ED 454 272   TM 032 881

Edlger, Marlow
Assessing Teacher Attitudes in Teaching Science.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; *Evaluation Methods; *Science Instruction; *Teacher Attitudes

This paper suggests that although good attitudes towards science on the part of teachers are very important in teaching, attitudes are difficult to measure. Prospective candidates for teaching should be chosen because they have good attitudes toward science coupled with an adequate self-concept. Prospective science teachers need adequate preparatory coursework and field experiences. Science teachers may assess themselves to see if they have the qualifications to be good science teachers. A five-point Likert scale may be developed and used to see if teachers meet the criteria established for successful science teaching. Twelve important teaching attributes identified by R. Cattell (1931) can be updated to reflect the modern student and the realities of today's schools. A major goal of science teachers must be to help students learn as much as possible in their ongoing lessons and units of study. (SLD)

"Understanding the 'Test Item Analysis Report'"; (4) "Understanding the 'School" and 'District Reports'." Appendixes contain information on converting raw scores to scale scores, the MCAS 2000 reporting categories, content-specific performance level definitions, and MCAS-related references. (Contains 13 tables, 17 figures, and 11 references.) (SLD)

ED 454 293 TM 033 041

Rosenquist, Anders; Shavelson, Richard J.; Ruiz-Primo, Maria Araceli
On the "Exchangeability" of Hands-On and Computer-Simulated Science Performance Assessments. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Testing; Computer Simulation; Elementary School Students; *Hands on Science; High School Students; High Schools; Intermediate Grades; *Knowledge Level; *Performance Based Assessment; Science Education; Sciences; Test Format; *Test Results

Inconsistencies in scores from computer-simulated and "hands-on" science performance assessments have led to questions about the exchangeability of these two methods in spite of the highly touted potential of computer-simulated performance assessment. This investigation considered possible explanations for students' inconsistent performances: (1) inadequate exposure to computers and simulations; (2) differential views of computer simulated (two-dimensional icons) and hands-on tasks; (3) different methods tapping different aspects of achievement; (4) partial or incomplete knowledge; and (5) a combination of partial knowledge and method differences. A series of short studies with fifth graders (usually approximately 17 students) used the Electric Mysteries computer-based assessment. The first explanation was ruled out because of students' familiarity with computers and simulations in the classroom. The second explanation was ruled out using talk-aloud data, randomized experiments, and student questionnaire responses. The third explanation was also considered not tenable because correlations did not indicate that different methods tapped different areas of achievement. To explore the remaining explanations, the performance of 40 high school physics students (experts) was compared with that of elementary school students in an earlier study. The "experts" were far from expert, and were, in fact, no more "expert" than the elementary school students. The possible explanation for the lack of exchangeability between computer-simulated and hands-on performance assessments has been narrowed to one of two choices: partial knowledge or the interaction of partial knowledge with method. (Contains 6 figures, 1 table, and 11 references.) (SLD)

ED 454 294 TM 033 042

Clare, Lindsay
Using Teachers' Assignments as an Indicator of Classroom Practice. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

For the report on DC 21st Century Community Learning Center After-School Program, see ED 443 941.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Enrichment Activities; *Formative Evaluation; Program Attitudes; Program Implementation; Questionnaires; *Summer Programs; Supplementary Education; Urban Youth
IDENTIFIERS- *District of Columbia; District of Columbia Public Schools

This report describes the implementation of the DC 21st Century Learning Centers (DC 21st CCLC) Summer 2000 program, which enrolled about 1,000 children attending 9 middle and junior high schools. The report is designed to provide feedback to managers of the DC 21st CCLC program and to inform Children and Youth Investment Partnership, of which DC 21st CCLC is a part. The DC 21st CCLC program, run by the District of Columbia public school system (DCPS), began as an initiative to help coordinate the different types of youth activities provided for children in the District of Columbia and currently includes after-school, summer, Saturday, and adult evening programs. The report, based on observations of program activities and interviews with coordinators, facilitators, and parents at the 9 DC 21st CCLC summer schools, concludes that in general the program has been well implemented with sufficient resources and support, and that it has responded with flexibility to challenges beyond the program's control. Parent responses were positive, staff appeared to be satisfied with program implementation, and activities appeared to give students many opportunities to develop a variety of skills in the areas of education, technology, sports and community service. Appendixes present characteristics of observed program activities, a description of technology use in DC 21st CCLC program, and protocols for site visits. (SM)

ED 454 313 UD 034 233

Garfinkel, Irwin; Heintze, Theresa; Huang, Chien-Chung
Child Support Enforcement: Incentives and Well-Being. JCPR Working Paper 215.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 01
NOTE- 58p.; Paper presented at the Conference on Incentive Effects of Tax and Transfer Policies (Washington, DC, December 8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Support; Child Welfare; Employment Patterns; Family Income; Fathers; Legal Responsibility; One Parent Family
IDENTIFIERS- *Child Support Enforcement Program; Noncustodial Parents; Personal Responsibility and Work Opp Recon Act

Public enforcement of private child support obligations transfers income from nonresident parents to resident parents (mostly mothers) or, if the mother is receiving welfare, to the state. This paper reviews and synthesizes existing literature on the effects of this transfer of income and presents new empirical evidence on the effects of stronger enforcement on the incomes of mothers and their children. Findings show that more stringent child support enforcement increases the labor supply

High Schools; Immigrants; Parent Child Relationship; Student Attitudes; Student Motivation
IDENTIFIERS- *Goal Structures; *Self Regulation

This study investigated whether generational status and concern with family would moderate the effect of personal goals and goal structures on high school students' self-regulation and English achievement. Participants included first-, second-, and third-generation Americans who completed questionnaires examining personal goal orientations, perceived classroom goal structures, and self-regulation. There were significant differences between the generational status groups on all dependent variables. English achievement, perceived mastery goals, perceived mastery classroom goal structure, and sense of family obligation significantly predicted self-regulation in English. There was no association between self-regulation and performance goals or performance goal structures. Girls had higher grades than boys, and first-generation students had higher grades than second-generation students. Personal mastery and performance approach goals positively related to achievement. The positive association between mastery goal structure and self-regulation was stronger among students who felt a strong family obligation. The negative relationship between perceived performance goal structure in the classroom was weaker among students with a stronger sense of family obligation. The positive association of mastery with self-regulation was weakest for more recent immigrants. The positive relationship between English achievement and performance approach goals was strongest among students with a weak sense of family. (Contains 15 references.) (SM)

ED 454 332 UD 034 252

Weiner, Lois
Agency and Agency Fee: A Case Study of the Limitations and Usefulness of Traditional Collective Bargaining and the Strike in Advancing Urban Teachers' Professional Interests.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; Elementary Secondary Education; Teacher Rights; *Teacher Strikes; Teaching Conditions; Unions; Urban Education
IDENTIFIERS- Jersey City Public Schools NJ; New Jersey

This paper describes the context and conditions leading up to the November 1998 Jersey City Education Association (JCEA) strike, including the JCEA's history, state takeover of the district, and constraints in New Jersey's collective bargaining law that hampered the union's ability to address teacher dissatisfaction with curricular issues that were non-negotiable by state law. The author argues teachers used the contract and strike process to protect their pride in craft. A key aspect of this process was developing a new language and vocabulary to describe the union's role and teachers' needs as workers. The process was influenced by changed relationships between union leaders and teachers and by one local teacher educator's intervention. The circumstances of the strike demonstrate that contract negotiations, even when state law narrowly defines the scope of collective bargaining, can provide a context in which teachers murder between 1987-93 was not due to changes in police response but rather an actual increase in homicides by juveniles, which can be explained by factors other than the advent of juvenile superpredators (specifically, an increase in weapons). This analysis of juvenile homicide arrests suggests that juvenile superpredators are more myth than reality. The report shows that changes in juvenile violent crime arrests are not closely tied to changes in the juvenile population. (SM)

ED 454 352 UD 034 281

Useem, Elizabeth; Neild, Ruth Curran
Teacher Staffing in the School District of Philadelphia: A Report to the Community.
SPONS. AGENCY- Public Education Network, Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Low Income Groups; Middle School Teachers; Poverty; Principals; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Certification; Teacher Persistence; Teacher Salaries; *Teacher Shortage; Teachers; *Teaching Conditions; Urban Schools
IDENTIFIERS- *Philadelphia School District PA

This report examines the serious and worsening problems of teacher staffing in the Philadelphia School District. Staff turnovers are high, teaching applications are down, and reliance on emergency certified teachers is up. Barriers to attracting and keeping good teachers include low salaries, more stringent state certification requirements, and intense national competition for new teacher graduates. High schools are experiencing higher teacher turnover rates than before, and the proportion of uncertified high school teachers is rising. Shortages of certified high school teachers vary by subject area. Deteriorating staffing patterns hurt low-income students the most. Middle schools have the most serious teacher staffing problem. The percentage of uncertified middle school teachers has grown significantly, particularly at high poverty schools. Philadelphia's teacher residency policy is a barrier to the recruitment and retention of teachers, as it requires newly hired teachers to move into the city within three years. Teachers are more likely to stay in schools that have active principals with strong interpersonal and organizational skills and a management style that is respectful of teachers' skills and personal lives. The district has taken many steps to improve conditions, some of which are an aggressive teacher recruitment campaign, various bonuses, and an enhanced compensation system for more rapid salary advancement. (SM)

ED 454 353 UD 034 282

Neild, Ruth Curran; Weiss, Christopher C.
The Philadelphia Education Longitudinal Study (PELS): Report on the Transition to High School in the School District of Philadelphia.
SPONS. AGENCY- Philadelphia Education Fund, PA.; Pew Charitable Trusts, Philadelphia, PA.; William Penn Foundation, Philadelphia, PA.; Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, NY.; Consortium for Policy Research in Education, Philadelphia, PA.; Johnson & Johnson Baby Products Co., Skillman, NJ.; Robert Wood Johnson Foundation,

primarily students, while older students saw themselves as primarily employees; (3) approximately 51% of the respondents reported earning under $20,000 per year, with 52% of them earning under $10,000; (4) most of the students reported that they were not employed in the areas in which they would like to work; (5) only about 15% of respondents reported that they would like to advance in the field in which they were currently employed; (6) the largest percentage of respondents (45%) reported working weekdays between the hours of 8 a.m. and 5 p.m.; and (7) a high proportion of respondents (72%) reported that their employers do not pay for education/training expenses or expenses such as transportation or dependent care. (NB)

ED 453 870 JC 010 426

Lance, Melissa L., Ed.
South Texas Community College Fact Book, 2000-2001.
PUB DATE- 01
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Enrollment; *Institutional Characteristics; *Outcomes of Education; School Demography; Student Characteristics; Two Year Colleges

The 2000-2001 Fact Book provides a comprehensive body of facts about South Texas Community College (STCC). Topics addressed include general college profile, access, completion, transfer rate, employment, student retention, TASP Test passage rate, academic progress of students, student and faculty satisfaction, finance, and facilities. Report highlights include: (1) out of the 11,319 students enrolled in 2000, 51% were "academically disadvantaged," and 60% were "economically disadvantaged"; (2) out of 612 first-time full-time students who enrolled in fall 1996 88 (14%) graduated, 79 (13%) transferred, and 133 (22%) were still enrolled after 3 years; (3) out of 168 students who were enrolled in the Emergency Medical Technology Program and took the licensure exam, 139 (83%) passed; (4) for graduates of the Business, Mathematics and Science Division, 85% were continuing their education, employed in the field, or not seeking employment; and (5) the total student service expenditures to total full-time equivalent students ratio remained steady from 1997-99. An appendix contains STCC Institutional Performance Indicators. Contains tables and charts. (JA)

ED 453 871 JC 010 427

South Texas Community College Report Card--Spring 2001: Report of Findings.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Community Colleges; Community Surveys; Educational Assessment; *Institutional Evaluation; Outcomes of Education; *School Community Relationship; School Effectiveness; Two Year Colleges

This 2001 report presents the findings of an institutional evaluation survey conducted by South Texas Community College (STCC). The survey asked 434 community opinion leaders to

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Computers; Employees; *Employment Qualifications; *Information Technology; *Instructional Design; *Job Skills; *Program Administration; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

The Office of Institutional Research (OIR) at Northern Virginia Community College (NVCC) analyzed data collected from ads for jobs in the information technology (IT) sector in the Washington, D.C. area. The study acquired its data from employment ads in the Washington Post's Sunday employment sections. The primary purpose of the study was to learn more about the skill sets being sought in candidates for IT positions. The study evaluates positions in eight employment categories: (1) database management/development; (2) graphic design; (3) help desk/technical support; (4) management positions; (5) network/systems administration; (6) programming; (7) training/instructional design; and (8) other. The report analyzes the content of the ads by examining the kinds of skills, education, and experience employers listed as requirements for IT jobs. A detailed table is presented that delineates the job offerings according to: (1) position offered; (2) skills required; (3) education/certification required; (4) experience required; (5) hardware/software skills required; and (6) additional notes, such as U.S. citizenship or secret clearance required. The report finds that the programming category had the highest number of jobs available, with the lowest number of jobs in management. Forty-two percent of the ads stipulated a degree or certification requirement. A majority of the ads stipulated work experience as a requirement for employment. (NB)

ED 453 892 JC 010 459

National Science Foundation Support for Two-Year Colleges, Fiscal Years 1997-1999.
PUB DATE- 01
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Community Colleges; Public Education; *Science Education; State Colleges; Two Year College Students; *Two Year Colleges
IDENTIFIERS- National Science Foundation; *Science Education Research

This National Science Foundation (NSF) report, prepared by NSF's Division of Undergraduate Education (DUE), analyzes the role the Foundation plays in recognizing and supporting the critical function of community colleges in science, mathematics, engineering, and technology (SMET) education. The Foundation aims to improve and strengthen SMET programs for all students. Two-year colleges serve students with varying needs and goals, including: (1) those who intend to transfer to four-year colleges and universities; (2) those enrolled in technical and career-oriented programs; (3) underprepared students enrolled in developmental programs; and (4) students with advanced degrees who desire to change careers or seek professional advancement. The Advanced Technological Education (ATE) program was created primarily to serve two-year colleges and their academic and industrial partners. The ATE program is a major component of the NSF's support of two-year colleges. There are currently 12 ATE Centers of Excellence in the United States.

provides a good summary of language skills, is easily measured, and is very consequential for later schooling success. Using a large national data set, the study examined: (1) What is the pattern of growth of oral vocabulary knowledge? In particular, how do vocabulary growth rates differ in preschoolers and school-age children?; (2) What is the timing and magnitude of the effect of parental social class on children's vocabulary growth? At what age do social class differences in vocabulary knowledge first appear? How large are they? How does this social class effect evolve as children age? In particular, does it diminish when children move outside the home and begin attending school?; and (3) To what extent can social class differences in children's vocabulary knowledge be explained by the linguistic cultural capital of their parents--the explicit skills and habits that parents employ in their child-rearing behaviors? And how do these parental cultural capital effects vary as the child moves through preschool and school? The study found that significant social class differences in oral vocabulary growth emerge at the very earliest ages and attain a substantial magnitude by 36 months of age. These social class differences continue to widen at ages 3 and 4, although this occurs more strongly among African-Americans than Whites. Approximately half of these social class differences in vocabulary growth rates can be attributed to the differential family linguistic instruction provided by mothers of varying social classes. By age 5 and above, vocabulary growth rates are relatively similar across social classes, suggesting that attendance in kindergarten and later grades has an equalizing effect as children from lower social strata are exposed to teacher and peer interaction and school instruction. (EV)

ED 453 911   PS 029 461

Beckwith, Chris; Cassida, Joanne; Cote, Brian; James, Amy; Lane, Steven; O'Donnell, Heidi; Stroble, Suzanne; Tracy, Stacie
It's about Time: A Resource Unit.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; *Integrated Curriculum; Middle School Students; *Middle Schools; Program Descriptions; Standards; Student Evaluation; Student Participation; Teacher Student Relationship; *Time; *Units of Study

Noting that middle level teachers interested in involving their students in curriculum planning and instruction need resource materials to draw on, this document presents such a resource unit developed by a group of eight veteran middle level teachers and designed to be used within an integrated curriculum framework. Part 1 introduces the unit, discusses its use within a standards-based curriculum, and describes how to use the resource unit. Part 2 presents a rationale for studying time and includes middle school students' questions about time. Part 3 describes activities related to five strands of time: (1) time, culture, and society; (2) tracing time, considering the influence of the past on the present and future; (3) time and language, focusing on how time concepts are represented in human language and literature; (4) time and the environment, examining how the physical environment changes over time; and (5) time and the individual, focusing on the impact of time on people. Part 4 delineates inquiry-based projects involving

DESCRIPTORS- Computer Uses in Education; *Course Descriptions; Course Evaluation; Distance Education; Early Childhood Education; Higher Education; Online Courses; *Preservice Teacher Education; Teaching Methods

This paper describes an online course on curriculum development and implementation in early childhood education offered to preservice teachers at Philadelphia's Temple University. The paper describes designing the curriculum of the online course, hardware and software requirements, development of an online teaching strategy, implementation, and evaluation of the course and online instruction methods (79 percent of students expressed satisfaction). The paper concludes by asserting that online courses, with their flexibility and ability to reach students at a distance, benefit both students and universities and also enhance preservice teachers' competence with the technology they can use to teach young children. (EV)

ED 453 931 PS 029 498

Boeke, Kaye
KidsCount in Colorado! 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 29p.; For the 2000 report, see ED 440 739.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dental Health; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Health Insurance; Incidence; Infant Mortality; Infants; Lunch Programs; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Colorado; *Indicators; Vaccination

This Kids Count report examines statewide and county trends in the well-being of Colorado's children. Indicators are presented in the general areas of demographics, abuse and neglect, child health, family issues, and teen issues. The statistical portrait is based on 16 indicators of well-being: (1) confirmed incidents of child abuse and neglect; (2) abuse and neglect referrals; (3) abuse and neglect referrals investigated; (4) mothers receiving early prenatal care; (5) low birth weight births; (6) children in families receiving Medicaid; (7) enrollment in CHP ; (8) deaths of infants under age 1; (9) deaths of children under age 18; (10) children in families receiving TANF; (11) children qualifying for free/reduced lunch; (12) children under 5 on WIC; (13) children in out-of-home placements; (14) three risk factor births; (15) teen birth rate; and (16) high school graduation rate. Limited data are presented for the following indicators: (1) oral health; (2) immunizations; (3) uninsured children; (4) dropout rates; (5) homicides; and (6) suicides. State and county data are presented as available and range from 1997 to 2001. County rankings are presented as of 1999. The report's findings indicate that progress was made toward improving: infant mortality rates, immunization rates, prenatal care, established paternity for births to unmarried women, teen birth rate, and teen suicide rate. The report's findings indicate change for the worse in the areas of: low birth weight births, children dying due to child abuse, and out-of-home placement rates. (SD) to better inform the policy debate related to universal financing of early care and education. (Contains 13 references.) (KB)

ED 453 949 PS 029 532

Brown, Floyd
Collaborative Community Endeavors: Their Numbers, Natures and Needs.
PUB DATE- 00
NOTE- 40p.; Project funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Children; *Community Programs; Cooperation; *Family Programs; Partnerships in Education; *Professional Training; Program Effectiveness; Program Evaluation; Social Services; *Technical Assistance; *Well Being
IDENTIFIERS- California; Program Characteristics; Washington

This investigation examined the prevalence of collaborative community endeavors in California and Washington that addressed the well-being of children and families, and the nature, quality, and usefulness of the training and technical assistance (T/TA) to members of collaborative community endeavors. Collaborative community endeavors were classified as involving communication, coordination, or full collaboration. T/TA provisions were classified as initiating collaboration, developing collaborative group structures and processes, developing interpersonal knowledge and skills, developing multi-organizational operations and structures, or evaluating collaboration. Data were collected through extensive telephone interviews or questionnaires with one member each from a sample of 39 collaborative endeavors in California and 12 in Washington. Responses identified over 700 local collaborative community endeavors in California and Washington. Statewide and local legislative initiatives and foundations provided the most support for these efforts. Collaborative endeavors tended to become fully collaborative within 3 years if they were going to do so. There were many professionals from various settings providing T/TA. Ninety-two percent of endeavors had received at least some assistance. The majority of T/TA was of good quality. However, some findings brought into question whether T/TA was as effective as possible in helping collaborative community endeavors develop their potential. Systematic efforts were seldom used to identify assistance needs of collaborative endeavors. Many providers had a fairly limited knowledge of the various types of assistance that collaborative endeavors might need. Funders tended to provide T/TA at the beginning of collaborative endeavors but not consistently after that. Based on findings, recommendations were made for researchers, for T/TA providers, and for funders. (Contains 31 references.) (KB)

ED 453 950 PS 029 533

Grigorenko, Elena L.; Sternberg, Robert J.
Assessing Cognitive Development in Early Childhood. Early Childhood Development.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Rating Scales; *Cognitive Tests; Criterion Referenced Tests; Infants; Measures (Individuals); Norm

(055)
DESCRIPTORS- Caseworker Approach; *Children; *Family Needs; *Family Programs; Guidelines; Policy; Program Administration; Program Development; Program Evaluation
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

Family support programs have proliferated in many different settings in response to an increasing emphasis in the public policy arena on a family support strategy. This book offers guidelines for effective family support practice representing the consensus of family support practitioners as assessed in focus groups with over 2,000 staff and parent participants. Chapter 1 of the book, "The Family Support Story," discusses the need for family support, the development of the family support movement, and family support premises and principles. Chapters 2 through 6 present guidelines and key practices related to the following general areas of practice or themes identified in the family support principles: relationship building; enhancing family capacity; affirming diversity; programs in communities; and program planning, governance, and administration. Each of the practice chapters provides an introductory overview, guidelines for practice, challenges in practice, a resources section, and "closeups" that serve as practical tools to use in training and outreach activities. The bulk of each chapter is devoted to guidelines for translating a principle into practice. The guidelines are practice goals, with key practices described as the actions necessary to achieve these goals. Practice examples from actual programs illustrate the application of the various strategies described. Chapter 7, "Looking to the Future," discusses how guidelines for family support can inform practice, training and education for family support workers, research and evaluation, public policy, and the future of family support. The book's five appendices outline premises and principles of family support, describe the Family Support America States Initiative and the Best Practices Project, include a family support program survey, and answer common questions regarding family support program certification through Family Support America. (Author/KB)

ED 453 967 PS 029 556

Louisiana School-Based Health Centers Annual Services Report, 1999-2000.
PUB DATE- 01
NOTE- 101p.; For 1998-1999 Annual Service Report, see ED 440 772.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Annual Reports; *Child Health; Children; Comprehensive School Health Education; Elementary Secondary Education; Health Programs; *Health Promotion; Program Descriptions; Program Evaluation; *School Health Services; *State Programs
IDENTIFIERS- *Louisiana; Program Characteristics; *School Based Health Clinics

Louisiana's initiative to assist local communities to develop and operate school-based health centers (SBHCs) is a nationally recognized model. This annual report illustrates the vital work being done in SBHCs in Louisiana to assist families in ensuring their children's health and well-being. Section 1 of the report details the continuous expansion of school-based health care since the passage of the Adolescent School Health Initiative include: "Rural Alaska School Districts: Who Is In Control?" (Frank Hill); "The Time Is Right To Write" (Dorothy M. Larson); "Guidelines for Respecting Cultural Knowledge"; "Identity-Creating Camps" (Angayuqaq Oscar Kawagley); "Report on Native Education Summit" (Frank Hill, Angayuqaq Oscar Kawagley, Ray Barnhardt, Andy Hope, Merritt Helfferich); "Cultural Standards and Test Scores" (Ray Barnhardt, Angayuqaq Oscar Kawagley, Frank Hill); "Aspects of Traditional Inupiat Education" (Paul Ongtooguk); "Alaska Rural Systemic Initiative Funded for Another Five Years" (Frank Hill); "How Does the Crane Keep Its Language?" (Angayuqaq Oscar Kawagley); and "Observing Locally, Connecting Globally" (Sidney Stephens). Other articles describe related publications and resources, conferences, teacher education courses, and activities in the five cultural regions. (SV)

ED 453 985　　　　RC 022 922

Transition Paper of the National Indian Education Association: Outline of the National Education Agenda for American Indians/Alaskan Natives & Native Hawaiians for 2001.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; American Indians; Culturally Relevant Education; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; *Federal Legislation; Hawaiians; Higher Education; Policy Formation; *Politics of Education; *Position Papers; Preschool Education; Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; Bureau of Indian Affairs Schools; *National Indian Education Association; Office of Indian Education Programs; State Tribal Relationship

This document outlines the educational programs and issues affecting American Indian, Alaska Native, and Native Hawaiian students in early childhood, K-12, adult, and postsecondary education at the start of the 107th Congress (2001). The national American Indian, Alaska Native, and Native Hawaiian education agenda requires the formal acknowledgment by the next administration about federal responsibilities and commitments based on federal-Indian treaties; the government-to-government relationship between Indian Nations and the United States; and Congressional mandates for the education of American Indians, Alaska Natives, and Native Hawaiians. Under this acknowledgment, there are immediate needs to: reauthorize the Elementary and Secondary Education Act, sustain basic needs of Indian schools funded through federal agencies, increase funding for repair and renovation of schools serving American Indians, ensure that Executive Orders remain in force, create a national blueprint on Indian education, explore new education strategies, elevate the director of the Department of Education's Office of Indian Education (OIE) to Assistant Secretary, reestablish the National Advisory Council on Indian Education, better coordinate federal-state-tribal educational partnerships, avoid block-granting of funds for certain Indian programs, provide adequate funding of Bureau of Indian Affairs (BIA) programs, support Ka Haka 'Ula O Ke'elikolani College in Hawaii, fund Native language revitalization programs, and involve tribal leaders in forming the national American Indian education agenda. Supplemental information lists all OIE

Statistics data indicate that college education reduced unemployment rates for both Hispanic Americans and Anglo Americans; Hispanics benefited more from college education in terms of employment than did Anglo Americans; and college-educated Anglo Americans were systematically more likely to be employed than their Hispanic counterparts. While college education has been a main component in significantly decreasing unemployment rates, particularly for Hispanics, it has not significantly closed the socioeconomic gap created by Anglo Americans being employed more than Hispanic Americans. (Contains 13 references.) (TD)

ED 454 003 RC 023 024

Maroney, Oanh H.; Smith, Howard L.
Mexican-Trained Educators in the United States: Our Assumptions--Their Beliefs.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 29p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Bilingual Education; Bilingual Teachers; *Economically Disadvantaged; *Educational Attitudes; Elementary Secondary Education; Failure; Immigrants; Limited English Speaking; Mexican American Education; Mexican Americans; *Minority Group Teachers; Social Attitudes; *Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Deficit Theory; Texas

A study examined the beliefs and attitudes of Mexican-trained educators regarding instruction for minority and language minority students in light of assumptions that students experience better outcomes with culturally and linguistically compatible teachers. Fifteen educators who received their teacher education in Mexico, and whose native language was Spanish, were interviewed. Findings indicate that while these educators understood the philosophy and purpose of bilingual education, were pedagogically prepared, and were both linguistically and culturally compatible with their students, they held some beliefs and perspectives about their students that may be problematic--in fact, as problematic as some beliefs and perspectives of educators from other cultural backgrounds. Specifically, these Mexican-trained educators demonstrated a deficit-model perspective in their beliefs that parents with "blue collar" jobs perpetuated a cycle of poverty and school failure by not encouraging their children to do well in school, that minority students' ethnic culture was a reason for their school failure, and that students and parents were often the determining factor for school success or failure. It cannot be assumed that individuals will not possess deficit perspectives about others of their own ethnic, cultural, or linguistic group. (Contains 24 references.) (TD)

ED 454 004 RC 023 025

Menchaca, Velma D.; Estrada, Veronica Lopez; Cavazos, Christina; Ramirez, Diana
Changing the Face of Educational Leadership: A Unique Method of Mentoring Hispanic Doctoral Students.

efficacy. While the most emotionally engaging and active components were most valued, many less exciting components were also regarded as somewhat valuable in leadership development. In a second study, the 12 students were asked to describe their five most vivid "flashbulb" memories from the expedition. Almost all remembered events were successes. Remembered events took place in both planned and down time, often involved either anxiety or contentment, and were evenly split between personal and group importance. Experts' responses focus on how the findings coincide with or differ from their own experiences and observations. Recommended research areas include improvement of instruction, improvement of program design, and a phenomenological approach to the "lived experience" that occurs on a leadership development course. (Contains 23 references and 11 selected readings.) (SV)

ED 454 021 RC 023 077

Anderson, Lynn; Anderson, Dale; Young, Anderson
Testing the Adventure Recreation Model: A Replication with Subjects Involved in a Required Outdoor Experience.
PUB DATE- 00
NOTE- 9p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; College Students; Higher Education; *Models; Risk; Skills; Student Attitudes; *Student Behavior; *Student Motivation; Student Surveys
IDENTIFIERS- *Outdoor Recreation; Risk Taking; *Student Engagement

In 1989, Ewert and Hollenhorst proposed the Adventure Recreation Model to describe participant characteristics, behaviors, and motivations with regard to adventure recreation activities. The model relates participant attributes (frequency of participation, skill and experience level, locus of control, and motivation factors) to activity/setting attributes (level of risk, social orientation, and environmental orientation) and categorizes participants by level of engagement. The model can help managers design, target, and manage programs to better meet participant needs and can help researchers understand adventure recreation behavior. The present study surveyed 60 undergraduate recreation majors taking a required outdoor course. Subjects were 62 percent female and had a mean age of 23. As in the original study, participant's level of engagement was related to skill, locus of decision making, environmental preferences, preferred risk level, and willingness to participate with peers. In contrast to the original study, no relationship was found between level of engagement and "participation by oneself," and stronger relationships were found between engagement and various motivational factors. While validating some aspects of the model, the results also raise fundamental questions about the model. Participant's preferred level of risk may better explain adventure recreation behavior than does level of engagement. (SV)

ED 454 022 RC 023 078

Baker, Molly Ames
Cultural History Interpretation in Adventure Education: Promoting "Landfull" Experiences.
PUB DATE- 00

study replicated the programme but included the use of retrospective pre-tests in order to examine a possible contamination of the previous results through a response-shift bias. Positive effects were found for both mathematics self-concept and anxiety, and there was no evidence of bias resulting from a change in the internal standards used to complete the self-report measures. (Contains 36 references and 1 table.) (Author/SAH)

ED 454 042 SE 064 775

Highlights from the Third International Mathematics and Science Study-Repeat (TIMSS-R).
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; *Curriculum; Elementary Education; *Evaluation; Foreign Countries; Grade 4; Grade 8; *Mathematics Achievement; Mathematics Education; *Science Achievement; Science Education
IDENTIFIERS- *Third International Mathematics and Science Study

This document evaluates the 1999 Third International Mathematics and Science Study-Repeat (TIMSS-R) results for eighth grade students and compares them to the 1995 results. TIMSS-R compares 38 nations' mathematics and science performance and allows the United States to compare the achievement of its eighth grade students to the original TIMSS. This document provides results and statistical data on fourth and eighth grade student achievement in mathematics and science. Teaching and curriculum differences between the U.S. and other nations are also presented. (YDS)

ED 454 043 SE 064 896

Assess--Don't Guess: An Ohio Environmental Outreach and Education Resource Guide. CD-ROM .
PUB DATE- 01
NOTE- 0p.; Produced in association with the Ohio Environmental Education Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; Environmental Education; Environmental Influences; Health Education; Optical Data Disks; Pollution; Science Activities; Science Instruction; *Teaching Methods
IDENTIFIERS- *Environmental Protection Agency

This CD-ROM is a handbook for educators, health professionals, and professionals serving socioeconomically disadvantaged communities. The Assess-Don't Guess curriculum provides the tools for understanding environmental threats, related health issues, environmental regulatory agencies, the basic risk of prioritization, and the ways to resolve environmental disputes. This curriculum grew out of the Green Coalition's commitment to ensure public participation that will preserve, protect, and restore the environment and reduce risks to human health. This guide provides ready access to the information and resources needed for understanding and resolving environmental issues.

Secondary Education; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- *National Council of Teachers of Mathematics

This book has helped thousands of math teachers envision what can happen if they implement the National Council of Teachers of Mathematics (NCTM) Standards. It reveals that with the right teaching strategies and curricula, students can become confident, creative, and actively involved in the math process and can actually think like mathematicians. Some of the best strategies for achieving these goals are modeled throughout the book, and this version has been updated to include the NCTM Standards 2000. Vignettes and anecdotes present cases of children, many of whom were previously unsuccessful at math and who are now problem solvers and confident of their ability to reason mathematically, value the role of mathematics in their lives, and share that understanding with their peers and teachers. The teachers who planned for and implemented the programs that facilitate these mathematical learning processes are also discussed. Specific chapters feature discussions about Standards 2000, planning for a Standards 2000-based program, guidelines for implementing such a program, and modes of assessment and evaluation. A case study of one dynamic child whose remarkable mathematical thinking might have been discouraged by a traditional classroom is presented. The book concludes with a series of questions and answers that help to explain recommended classroom practices. (Contains 25 references.) (ASK)

ED 454 067 SE 064 933

Bain, Amy; Richer, Janet; Weckman, Janet
Physical Sciences: Curriculum Resources and Activities for School Librarians and Teachers.
PUB DATE- 01
NOTE- 145p.; For other books in series, see SE 064 934-935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Educational Resources; Electricity; Elementary Education; *Energy; Hands on Science; Heat; Matter; *Physical Sciences; *Science Activities; Science Instruction; Space; *Thematic Approach
IDENTIFIERS- Machines

This book provides resources to teachers and librarians for creating thematic units on specific topics targeting grades K-8. Each topic includes key concepts, comprehensive teaching resources, teaching resources (nonfiction children's literature), reading selections (fiction children's literature), science activities, creative writing and art activities, and additional resources. The book is divided into three sections. Section 1, Energy and Machines, includes: (1) Magnets and Electricity; (2) Light, Heat and Energy; (3) Sound and Communications; and (4) Machines. Section 2, Matter, includes: (1) Mass and Measurement; and (2) Physical and Chemical Changes. Section 3, Space, includes: (1) The Universe; (2) The Planets; (3) The Moon; and (4) Space Explorations. (YDS)

ED 454 068 SE 064 934

Bain, Amy; Richer, Janet; Weckman, Janet
Life Sciences: Curriculum Resources and Activities for School Librarians and Teachers.
PUB DATE- 01

ability at a specified level of motivation (low or high) report the use of AVS and ADOG more than students with low-level planning ability. Eighth-grade students (N=164; 82 boys, 82 girls) participated in the study. Results showed that the students with high-level AVS and ADOG used more learning strategies than did students with low-level AVS and ADOG, regardless of the level of motivation. Although planning ability was related to intrinsic goal orientation, self-efficacy, elaboration, and critical thinking, there was no significant difference between low- and high-level planning ability students in AVS, and ADOG when level of motivation was controlled for. The implications of these results are discussed. Appended are Sample Items from the Motivation Scales, Learning Strategy Scales and from the Academic Volitienal Strategy Scales and Academic Delay of Gratification. (Contains 32 references and 5 tables.) (Author/YDS)

ED 454 090 SE 065 069

Lloyd, Paul
A Summary Report of the Instructional Effectiveness of the "Harcourt Math Program." Technical Report Number 104.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 2; Grade 5; Grade 7; *Mathematics Achievement; *Mathematics Instruction; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- Harcourt Math Program

This report describes one of a series of pilot studies that were conducted to evaluate the instructional effectiveness of the Harcourt Math Program. Harcourt School Publishers (HSP) contracted with the Educational Research Institute of America (ERIA) to conduct a series of independent pilot studies to evaluate the effectiveness of the Harcourt Math Program. HSP sought out volunteer teachers to participate in the study, the Harcourt Department of Test Services scored the standardized tests, and ERIA conducted the study and analyzed the data that were collected. The study described in this report was conducted during the spring of the 1999-2000 school year. Research questions included: (1) Is the Harcourt Math Program instructionally effective?; and (2) Do selected chapters significantly increase students' understanding of key math skills, concepts, and strategies as measured by the program's chapter tests and by standardized achievement tests (i.e.; Stanford)? A total of three teachers from grades 2, 5, and 7 volunteered to participate in the study. A quasi-experimental pretest-posttest design was used. Before instruction began, students were administered two pretests. The increase in test scores on the nationally standardized tests, the Stanford Achievement Tests, and on the Harcourt Math Assessment were both positive and statistically significant for all subtests and total test scores at grades 2, 5, and 7. (ASK)

ED 454 091 SE 065 070

Greenspan, Isaac L.
Teacher Collaboration and Individualism in Secondary School Mathematics Departments.
PUB DATE- 01
NOTE- 52p.; Master of Arts, University of Chicago.
LANGUAGE- English

This paper examines the implications of the relationship between two contemporary international trends in education for women's equality as citizens. The first trend is that in most Western countries girls are now achieving statistically, slightly better, average school-leaving results than boys, and occasioning a hostile populist backlash against this success. The second trend is the revival of interest in participatory democratic theory reflected in the current focus on civics and citizenship education in education systems. The paper addresses the specific question of what happens to the social and educational order when girls begin to gain access to the traditional masculine public spheres of male-dominated curriculum areas. It considers the implications of this greater access for both girls and boys as learner-citizens, arguing that in the present international climate it is impossible for girls to be equal with boys as learner-citizens. Girls remain adjuncts to male learner-citizens. According to the paper, the two trends are contradictory, positioning girls within a dialectic of desire and threat in their quests for citizenship. The paper begins with an overview of the theoretical literature on the gendered nature of citizenship and its relevance to gender and citizenship education as a field of study. It describes what has developed into an international backlash against girls' alleged success in education, and goes on to analyze the exact nature of this success. The paper argues that the backlash is fueled by two rhetorical shifts in the discourses of disadvantage relating to both boys and girls. Finally, it discusses the public taboos and private imperatives which operate to circumscribe girls' desires to be equal learner-citizens with boys. (Contains 62 references.) (BT)

ED 454 111 SO 032 779

Gill, Judy; Howard, Sue
Global Citizens/Local Agents: Re-positioning the School at the Centre of Sociocultural Transformation.
PUB DATE- 99
NOTE- 13p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999) and the New Zealand Association for Research in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Discourse Analysis; Elementary Education; Foreign Countries; *Political Issues; *Student Attitudes; *Student Reaction; Student Surveys
IDENTIFIERS- *Australia; Conversation; Globalization; *National Identity

For Australians the issue of globalization adds a new dimension to the complex of concerns around questions of national identity. This year has seen wide coverage of issues of citizenship and the rules whereby entry of refugees is permitted. Yet another indication of growing concern at the way Australia is understood came through educational initiatives. A constant feature of the current theorizing about national identities is that they are discursively constructed, amenable to change and re-writing, a feature in marked contrast with earlier notions of fixity and history-as-truth and essentialism of genetic endowment. Seen as thus, national identities are fluid constructions, generated differently in different contexts. This paper reports on a study, part of a larger, ongoing qualitative study of Australian children's perceptions

Secondary Education; Private Schools; *Religious Education; School Culture; Theory Practice Relationship
IDENTIFIERS- *Organizational Culture; Religious Practices

Today's Catholic educational leaders are engaged in a building program, not unlike that of the Catholic religious leaders in the early- to mid-20th century who initiated and oversaw the building of scores of schools, hospitals, and other Catholic institutions. The goal for today's Catholic educational leaders is to design and build Catholic culture. This 10-chapter monograph focuses on Catholic culture. Chapter 1 considers the concept of culture from its definition to its theoretical background and practical application in a variety of settings. Chapter 2 focuses on organizational culture as it applies to Catholic schools. Chapters 3 through 9 describe seven different "building blocks" of cultural architecture: core beliefs and values, heroes and heroines, symbols, ritual tradition, human communication, history, and cultural players. The first part of each chapter applies the "building blocks" introduced in Chapter 1 to Catholic schools. The second part of each chapter offers a "building plan" that Catholic educational leaders might consider applying in their setting. Chapter 10 includes a summary and conclusions, principles, and propositions that challenge Catholic educational leaders to consider in their role as architects of Catholic culture. The monograph's aim is to stimulate further reflection on the concept of Catholic identity and the building of Catholic culture so that the laity who serve as Catholic educational leaders will better understand the cultural dimension of their leadership responsibility. (Contains a 10-page reference list.) (BT)

ED 454 132 SO 032 836

Lipson, Jodi, Ed.
Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School.
PUB DATE- 01
NOTE- 62p.; Researched by Harris Interactive. For a related study, "Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools," see ED 356 186.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bullying; Comparative Analysis; Questionnaires; *School Culture; School Surveys; Secondary Education; *Secondary School Students; *Sexual Harassment; Social Environment; Social Science Research; *Student Reaction; Student Surveys; Verbal Abuse
IDENTIFIERS- American Association of University Women; *Teasing

This study investigates secondary school students' experiences of sexual harassment--and all the bullying, teasing, and touching it entails--and compares the results with those of the 1993 study "Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools." Topics in the survey include students' knowledge and awareness of sexual harassment, personal experiences with sexual harassment in their school lives, and the emotional and behavioral impact of these experiences. A nationally representative sample of 2064 public school students in 8th through 11th grades was interviewed. Using self-administered questionnaires, 1559 students were surveyed during an English class, and 505 students were surveyed online. Students' answers were analyzed, where possible, to identify any difference by gender, race/ethnicity, grade level, and area of school. As in 1993, nearly all students say they know what

PUB DATE- 01
NOTE- 150p.; For other studies in this series, see ED 437 311, ED 439 072, ED 451 124, ED 451 129, and SO 032 863.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Education; Curriculum Development; Educational Research; Interviews; Primary Education; *Prior Learning; *Social Studies; *Student Reaction; *Transportation
IDENTIFIERS- *Cultural Universals; Curriculum Emphases

The traditional K-3 social studies curriculum has focused on food, clothing, shelter, communication, transportation, and other cultural universals. Very little information exists about children's prior knowledge and thinking about these topics. This study was designed to provide such information with respect to the topic of transportation, and in the process to assess claims that primary students do not need instruction in the topic because they learn what they need to know about it through everyday living. Individual interviews were conducted with 96 K-3 students, stratified according to grade level, achievement level, and gender. Students were asked about transportation as a universal human need and the functions it fills. Overall they were asked to talk extensively about many and diverse aspects of transportation. Although inability to respond to the question was a frequent problem, the answers generated by the students who were able to respond tended to be accurate and relatively free from misconceptions. Their responses, however, were restricted to the micro-level of the activities of individuals and families, without addressing the macro-level of society in general or the world at large. Sophistication of responses showed statistically significant relationships with grade level. Findings suggest that instruction in cultural universals belongs in the primary grades social studies curriculum, but curricular treatments should be more powerful than those typically offered by textbook series. Contains 39 references. Appended are the transportation interview and a table of distributions and correlation coefficients showing relationships of coding categories to grade level, achievement level, and gender. (Author/BT)

ED 454 152 SO 032 924

Baldi, Stephane; Perie, Marianne; Skidmore, Dan; Greenberg, Elizabeth; Hahn, Carole
What Democracy Means to Ninth-Graders: U.S. Results from the International IEA Civic Education Study.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01
NOTE- 165p.; Project Officer: Dawn Nelson. For study highlights, see SO 032 926.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; *Citizenship Education; Citizenship Responsibility; *Civics; Data Interpretation; *Democracy; Democratic Values; Educational Testing; Grade 9; Outcomes of Education; *Political Issues; Secondary Education; Social Science Research; Social Studies; Statistical Analysis; Student Surveys
IDENTIFIERS- *International Assn Evaluation Educ Achievement; *United States

This report analyzes the U.S. results of the 1999 International

ED 454 171 SP 040 039

Danielewicz, Jane
Teaching Selves: Identity, Pedagogy, and Teacher Education.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Characteristics; Teachers
IDENTIFIERS- *Identity Formation; *Professional Identity

This book proposes a pedagogy for teachers' identity development, describing qualities that must characterize their teaching in order for the students they encounter to become something other than students. It explains how pedagogy in teacher education programs can promote identity development, and it argues that becoming a teacher is not a matter of simply adopting a role, but rather involves the construction of an identity as a teacher. Focusing on identity, the book tells the stories of six undergraduate students enrolled in a secondary teacher education program at a large state university. Through a qualitative study made up of interviews, observations, and teaching experiences with the subjects over 3 years, the book explains the process of becoming a teacher, concentrating on the influences of education courses and other features of the teacher education program. The seven chapters are: (1) "Identity and Pedagogy"; (2) "Aspiring Teachers"; (3) "Seeing Themselves as Teachers"; (4) "Selves at the Boundaries"; (5) "Practicing Teachers"; (6) "A Pedagogy for Identity Development"; and (7) "Teaching Selves." (SM)

ED 454 172 SP 040 040

Beamon, Glenda Ward
Teaching with Adolescent Learning in Mind.
PUB DATE- 01
NOTE- 203p.; Foreword by Robert J. Marzano.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Cognitive Development; Educational Environment; Interpersonal Competence; Secondary Education; Teacher Role; *Thinking Skills
IDENTIFIERS- Learner Centered Instruction; Teaching for Understanding

This book offers teachers, through discussion and example, a flexible conceptual framework upon which to base daily decisions about content and pedagogy when teaching adolescents. The Adolescent-Centered Teaching (ACT) models in each chapter are designed as illustrations of this framework. Each ACT further features specific concepts developed within each chapter. Chapter 1, "Understanding the Adolescent as Learner," profiles the adolescent as learner and thinker, describing adolescent intellectual, social, and emotional development and discussing adolescent motivation. Chapter 2, "We're Losing Their Attention," portrays today's adolescents as a generation that has outgrown the practices and boundaries of traditional classrooms. Chapter 3, "Structuring an Environment for Learning," proposes a learning environment that responds to the

"More than I Bargained For": Confronting Biases in Teacher Preparation.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consciousness Raising; Critical Thinking; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Higher Education; Immigrants; *Multicultural Education; Preservice Teacher Education; *Social Bias; *Student Teacher Attitudes; Student Teachers

This paper presents the cases of four preservice teachers enrolled in a critical multicultural education course during Spring 2000, showing how the readings, cross-racial dialogues, and journal reflections that were part of the course helped students, for the first time and irrespective of race and gender, discuss their experiences and question personal views on race, class, gender, and sexuality. Throughout the semester, student teachers read and discussed topics that challenged their thinking about race, class, gender, and sexuality. Each responded differently, but each delved deep into his or her consciousness in an attempt to understand the readings and one another. Analysis of data from the student teachers' portfolios highlighted four patterns: questioning race, class, gender, and sexuality; validating their previous experiences; resisting critique; and understanding the role of inspirational narratives. The readings helped the aspiring teachers become aware of connections between their own views and social issues that plague the United States. The paper concludes that teacher education programs must provide aspiring teachers with opportunities to understand their beliefs and experiences within social, political, cultural, and historical contexts. Teacher educators must also recognize and rethink their own experiences with race, class, sex, and gender bias. (Contains 20 references.) (SM)

ED 454 192 SP 040 066

Walker, Nancy T.
Latina Teachers' Pathways in Literacy Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Faculty Development; Females; Higher Education; *Hispanic Americans; Inservice Teacher Education; *Literacy Education; *Mentors; *Preservice Teacher Education; Urban Schools; Women Faculty
IDENTIFIERS- *Latinas

This study examined the impact of three forms of literacy training (teacher education, professional development in literacy, and mentoring) on four Latina teachers in two urban elementary schools in Los Angeles, California. Data came from a larger study that examined how Latinas' own school experiences

Shaughnessy, Michael F.; Smith, Sandra L.
Teacher Emotions and Reflective Thinking.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Emotional Response; Inclusive Schools; Mainstreaming; *Reflective Teaching; Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS- *Emotions; *Reflective Thinking

This paper examines some of the emotional issues that can interfere with teachers' professional skills and abilities to reflect on what they are doing in a non-emotional, non-judgmental way. For example, the recent move to include students with disabilities in mainstream classes has placed stress on many teachers, making them feel overwhelmed, frustrated, or unqualified. Though many teachers continue to function despite significant stress, they may carry with them emotional baggage regarding students, parents, and administrators who do not provide support or who place unrealistic demands on them. This emotional baggage often interferes with effective teaching and reflecting. Teachers can reflect on their teaching and their classroom management, but they must find the time and then deal with their emotions, exploring alternatives realistically when they are not upset or emotionally drained. Many teachers are caring individuals who truly want to make a difference in children's lives, but given the plethora of duties, obligations, and other responsibilities they have, they are often unable to adequately reflect on their teaching skills and strategies and thus are less able to deal with their students. (SM)

ED 454 212 SP 040 087

Milson, Andrew J.
Teacher Efficacy and Character Education.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Private Colleges; Religious Education; *Self Efficacy; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Character Development; Character Education

This study applies the teacher efficacy construct to the domain of character development in order to describe the efficacy beliefs of practicing elementary level teachers regarding character education. The Character Development Efficacy Belief Instrument, developed and validated by the researchers, was distributed to a sample of 767 elementary teachers in a large midwestern suburban school district. The results suggest that elementary teachers feel efficacious regarding most aspects of character education and that teachers who earned their undergraduate degrees from private, religiously affiliated universities have a greater sense of efficacy for character development. These findings suggest that programs in private, level objectives/activities. The standards are organized into grade level clusters so that a parent, local school board member, classroom teacher, or administrator can quickly review the health learning that is expected at a specific grade level. Grade level clusters are organized as K-2, 3-5, 6-8, and 9-12. The standards and indicators are the same at all levels to provide vertical alignment and continuity in the K-12 curriculum. The benchmarks are conceptually the same, but worded differently so as to be more developmentally appropriate for the various levels. The performance criteria are holistic rubrics that can be used as a summative assessment tool to gauge student achievement and progress. (SM)

ED 454 232 SP 040 113

South Dakota Physical Education Standards: A Comprehensive Physical Education Program Resource Guide.
PUB DATE- 00
NOTE- 52p.; For the Health Education Standards, see SP 040 112.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Elementary Secondary Education; Health Behavior; *Health Promotion; Interpersonal Competence; Life Style; Physical Activities; *Physical Education; *Physical Fitness; Psychomotor Skills; State Standards
IDENTIFIERS- Risk Reduction; *South Dakota

These South Dakota physical education standards provide a framework for use by state education and health agencies and local school districts to create an instructional program that will enable their students to become healthy and capable of academic success. It is a framework for making decisions about which lessons, strategies, activities, and types of assessment to include in a physical education curriculum. The standards include the standards/goals, indicators, benchmarks, and sample grade level objectives/activities. The standards are organized into grade level clusters so that a parent, local school board member, classroom teacher, or administrator can quickly review the health learning that is expected at a specific grade level. Grade level clusters are organized as K-2, 3-5, 6-8, and 9-12. The standards and indicators are the same at all levels to provide vertical alignment and continuity in the K-12 curriculum. The benchmarks are conceptually the same, but worded differently so as to be more developmentally appropriate for the various levels. The performance criteria are holistic rubrics that could be used as a summative assessment tool to gauge student achievement and progress. (SM)

ED 454 233 SP 040 114

Grosse, Susan J.
The Halliwick Method: Water Freedom for Individuals with Disabilities.
PUB DATE- 01
NOTE- 35p.; Produced by Aquatic Consulting & Education Resource Services. For a related document on the Halliwick Method, see ED 295 908.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Health Promotion; *Physical

Freeman, John A.; Sweatt, Owen
The Impact of Unlike Indicators on the Level of School Effectiveness Status over Time: Comparisons of Schools in Two States.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; *Educational Change; *Effective Schools Research; Foreign Countries; *School Effectiveness; Secondary Education; *Secondary School Students
IDENTIFIERS- Alabama; *Educational Indicators; Great Britain; Scholastic Assessment Tests

This paper revisited the findings of a study of school effectiveness changes by J. Gray and others (1995) and compared them to findings from two other studies, one by J. Freeman and C. Teddlie (1996) and the other conducted for this report. In the study by Gray and others, the researchers used data from three cohorts of secondary school students in Great Britain. The outcome measure was a national examination. Complete data were obtained for 7,829 students from 30 different schools. In the study by Freeman and Teddlie, the school effectiveness indicator was established by using a regression model using a composite student achievement score as a criterion variable and two predictor variables, student socioeconomic status and community type. Data were obtained for 634 students. In the current study, Scholastic Assessment Test scores from each school were used as indicators of school effectiveness. There were many differences among these studies, but some conclusions can be drawn from the results. The range of percentages for schools that change, as predicted by Gray and others, one-fifth to one-fourth, with roughly half improving and half declining, was similar to that found for the other two studies, strengthening the notion that in a given set of schools, it is predictable how many will be changing. Differences do suggest that the criteria and methods for establishing school effectiveness indicators will result in unlike results. All three studies suggest that less than 20% of schools will improve over time, and it would be rare that a school would move from the bottom quarter to the top over a 3-year period. All three studies also suggest that 20% of schools decline over time. A close look at the school effectiveness indicators suggests that, while the majority of schools remain stable in effectiveness levels over time, this is not a linear process but one that had fluctuations over time. The study also suggests that the schools in Alabama, although involved in a statewide accountability program, were not improving at a greater rate than schools in the other studies that were not involved in an accountability/improvement program. An appendix contains an excerpt from the Alabama Administrative Code. (Contains 63 references.) (SLD)

ED 454 254 TM 032 857

Anderson, Barry; Postl, Bill
Using Large Data Sets as a Basis for School Improvement.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14,

ED 454 273 TM 032 882

Edlger, Marlow
Assessing Kindergarten Education.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Kindergarten; Kindergarten Children; Primary Education; School Readiness; *Standardized Tests; State Programs; *Student Evaluation; Testing Programs

The issue of high standards and high expectations for public school students has even reached the kindergarten level of instruction. The paper suggests that the informal readiness approach can be used with a more formal curriculum in order to prepare students for state mandated testing to ensure readiness for first grade. Many educators believe that children are able to move beyond the traditional kindergarten readiness program to a more formal subject centered curriculum, such as developmentally appropriate activities for kindergarten children that introduce phonics and early reading skills, and several ways of assessing the achievement of early reading objectives. If state mandated objectives are formulated in terms of a psychological sequence in which each student acquires the background needed for success, then assessment of kindergarten students' progress is possible. (SLD)

ED 454 274 TM 032 883

Edlger, Marlow
Assessing: Inquiry Learning in Science.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Hands on Science; *Inquiry; *Learning; Science Curriculum; *Science Education; Science Teachers

This paper states that there is a tradition of inquiry learning in science that dates at least to the 1950s and early 1960s. Inquiry learning approaches are still in fashion in that the teacher facilitates learning and a hands-on approach to actively involve students. Process approaches are still being used, and the aspects of science education that were stressed in the early 1960s are still relevant. Inquiry teaching, however, has not advanced very much since the early 1960s, because teachers do not seem to be well prepared to handle student inquiry because they lack background knowledge in the sciences or the resources necessary to teach science. Some of the problems in implementing an inquiry learning approach are identified. Communication and acceptance will be required to work out a solution to these dilemmas. (Contains 11 references.) (SLD)

ED 454 275 TM 032 884

Bowles, Ryan; Pommerich, Mary
An Examination of Item Review on a CAT Using the Specific Information Item Selection Algorithm.

NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assignments; Educational Change; Elementary Education; *Elementary School Teachers; Research Methodology; *Student Evaluation
IDENTIFIERS- Educational Indicators; Large Scale Assessment; Monitoring; Reform Efforts

This report describes research developing indicators of classroom practice for monitoring the influence of school reform initiatives on students' learning environments and supporting the improvement of instructional practice. The work reported entailed collected assignments and student work from the classrooms of 12 third-grade and 12 seventh-grade teachers, interviewing the teachers, and observing classrooms of 26 additional teachers in schools participating in a large-scale urban effort. Overall the reliability and consistency of the assessment ratings were good. Results also indicate that the quality of the assignments was statistically significantly associated with the quality of observed instruction and student work. It appears that the research method shows promise for use in large-scale evaluation settings and that it identifies important dimensions of practice that could support teacher evaluation and reflection. Seven appendixes contain teacher assignment materials, observation and interview materials, supplemental information, and tables of ratings intercorrelations. (Contains 11 tables and 23 references.) (Author/SLD)

ED 454 295 TM 033 043

Baxter, Gail P.; Bass, Kristin M.; Glaser, Robert
An Analysis of Notebook Writing in Elementary Science Classrooms. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; *Evaluation Methods; Intermediate Grades; Learning; *Notetaking; *Science Instruction; Sciences; *Student Journals; Teaching Methods
IDENTIFIERS- Monitoring

This study examined the use of student notebooks in three fifth-grade science classrooms during a unit on electric circuits to determine the extent to which notebooks might serve as a tool for monitoring teaching and learning. Analyses of classroom contexts indicated that teachers promoted notebook writing through explicit instructions and prompts, provided frequent opportunities for students to write, and attended to student documentation of the procedural aspects of the investigations. Consistent with these classroom observations, students' science notebooks contained records of teacher-dictated purposes and procedures and student-generated observations for each investigation. Other significant aspects of student performance and observed classroom practice were not documented in the notebooks: these included records of problem-solving strategies, discussions of task-related concepts, and references to variations in problem solutions across student groups. Implications of using notebooks as a tool for of mothers who would otherwise have been on welfare, increases slightly or has no effect on the labor supply of nonresident fathers, decreases divorce and nonmarital births, and decreases remarriages of both mothers and fathers. Empirical estimates indicate that stronger child support enforcement increases the income of single mothers and their dependent children by two dollars for each dollar of child support received by single mothers. This implies that the dominant effect of additional child support is to encourage welfare participant single mothers to leave welfare and enter the labor market. This suggests that child support enforcement, in terms of breadth of legislation and administrative expenditures, has an impact on the income of eligible women. (Contains 53 references.) (SM)

ED 454 314   UD 034 234

Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies. Report from a National Summit on Zero Tolerance Proceedings (Washington, DC, June 15-16, 2000).
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.; Open Society Inst., New York, NY.
PUB DATE- 00
NOTE- 129p.; Report prepared jointly by the Civil Rights Project at Harvard University and the Advancement Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Black Students; Classroom Techniques; *Discipline; Educational Environment; Elementary Secondary Education; *Expulsion; Hispanic American Students; Minority Group Children; Punishment; Racial Discrimination; *School Policy; *Student Behavior; Student Rights; *Suspension; Teacher Attitudes; White Students
IDENTIFIERS- African Americans; Latinos; *Zero Tolerance Policy

This report contends that public school administrators no longer rely on literal interpretations of states' and districts' zero tolerance policies and overzealously promote safety, inventing creative interpretations of the laws and using them to suspend and expel children based on relatively minor offenses. Minority students are disproportionately disciplined, with African Americans suspended and expelled at much higher rates than whites within the same schools. According to findings from the U.S. Department of Education, zero tolerance policies are more likely to exist in predominantly African-American and Latino school districts. Zero tolerance policies do not provide guidance or instruction and often breed student distrust toward adults, nurturing an adversarial attitude. Suspended students suffer academically. Only 26 states required alternative educational assignments for suspended or expelled students, and many such programs provide inadequate education. Case studies illustrating the philosophy of zero tolerance highlight: the need for teacher training in classroom management and conflict resolution; the fact that schools should monitor teachers' disciplinary referrals to ensure fair application of disciplinary codes; and the importance of administrators' attitudes toward suspension and learning. Research on schools that succeed in facilitating achievement, safety, and low disciplinary referrals indicates that they all include: positive approaches to discipline; bonding opportunities for teachers and students; teacher training in classroom management; clear codes of conduct; and discipline focused on redefine their self-interest. Teachers employ the union as a vehicle for struggle, developing a heightened sense of agency and expanding the definition of "self-interest." They simultaneously inform and are informed by a union leadership they trust to defend their economic interests, in a process that redefines the roles of union, the membership, and individual teachers in effecting school change. (Contains 54 references.) (SM)

ED 454 333 UD 034 253

Grade-Level Retention in Texas Public Schools, 1998-99.
PUB DATE- 01
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; English; *Grade Repetition; Language Proficiency; Low Income Groups; Minority Groups; Public Schools; Sex Differences; Socioeconomic Status; Special Education; Tables (Data); Urban Areas
IDENTIFIERS- *Texas

This report provides annual information for the 1998-99 school year on grade-level retention in the Texas public school system, based on the Public Education Information Management System. Data on retention are provided by grade, ethnicity, gender, participation in special education, degree of English proficiency, and socioeconomic status. In 1998-99, 170,534 K-12 students were retained in grade for an overall retention rate of 4.7 percent. Grade 9 had the highest retention rate overall, and grade 1 had the highest retention rate at the elementary level. Males were retained at higher rates than females, across years and grade levels. Hispanic and African American students were retained at higher rates than white students. Economically disadvantaged students were retained at higher rates than students who were not economically disadvantaged. Districts in urban areas and charter schools had the highest retention rates. In 1998-99, retention rates were higher among districts and campuses with larger percentages of minority students and lower percentages of students passing the Texas Assessment of Academic Skills. Four appendixes, which make up the bulk of the report, present data on grade level retention by grade and ethnicity; grade level retention by district characteristic; grade level retention by campus characteristics; and grade level retention by district and grade. (SM)

ED 454 334 UD 034 254

Moreland, Jeremy
Dropout Rate Study, 1998-99: Annual Dropout Rates in Arizona Public Schools, Grades Seven through Twelve.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; Dropout Research; *Enrollment Trends; Public Schools; Secondary Education; Student Attrition; Tables (Data)
IDENTIFIERS- *Arizona

This study, which focused on the 1998-99 school year, addresses

Princeton, NJ.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 72p.; Additional support also from the Leo Model Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Grade 9; High School Students; High Schools; Parent Attitudes; *Parent Participation; *School Choice; Student Attitudes; Student Characteristics; *Urban Schools
IDENTIFIERS- Learning Communities; *Philadelphia School District PA

The Philadelphia Education Longitudinal Study (PELS) on the transition to ninth grade in Philadelphia highlights the high school choice process, course failure rates during ninth grade, and parents' responses to the transition to high school. The PELS study followed a city-wide random sample of public school students from the summer after eighth grade through their senior year in high school. Data on grades came from school district records. All other data came from student and parent self-reports. Eighth grade students had more than 150 high school options, including both magnet and vocational high schools and Small Learning Communities within neighborhood high schools. Most students applied to schools outside their neighborhood feeder pattern, with only about half ending up in their neighborhood high schools. The transition to high school was rocky for many, with students often experiencing changes in teachers or schedules or a lack of texts or seats in the fall of their ninth grade year. Their grades dropped dramatically in ninth grade, particularly in the neighborhood schools. Parents' efforts to assist their children academically did not flag compared to the middle school years, but their interventions had a diminishing impact on their children's academic performance. (SM)

ED 454 354   UD 034 283

Useem, Elizabeth; Barends, Robert; Lindermayer, Kirsten
The Preparation of Middle Grades Teachers in an Era of High Stakes and High Standards: Philadelphia's Predicament.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; Higher Education; *Middle School Teachers; Middle Schools; *Preservice Teacher Education; *Teacher Certification; Teacher Competencies; *Teacher Shortage; Teaching Skills; *Urban Schools
IDENTIFIERS- Philadelphia School District PA

This report discusses the need for specialized preparation for teachers in Philadelphia's middle grades, summarizing other states' requirements and options for licensure in the middle grades. It profiles exemplary middle school teacher education programs and describes middle level programs currently being offered in the area's higher education institutions. Philadelphia's public schools have a serious shortage of qualified teachers, particularly in grades 6-8, while school districts in the rest of the state have an oversupply of teachers. Philadelphia's 42 middle schools have great difficulty attracting and retaining qualified, committed respond to 13 items by providing the item's level of importance and a letter grade for the college's performance on it. There were also several open-ended questions, including one that elicited recommendations. The response rate was 52% (225). Results included: (1) the item "provides affordable college tuition for students" tied with "increases opportunity to attend college close to home" for the highest mean grade of 3.46; (2) the lowest mean grade (2.99) went to "further develops students' reading, writing, and math skills"; and (3) the item placed at highest importance was "increases opportunity to attend college close to home," and least important was "provides college courses for qualified students while in high school." Administrators' specific recommendations following this study include: (1) the almost inverse relationship of grade and priority with respect to development of students' reading, writing, and math skills requires further investigation; and (2) there appears to be a dichotomy of roles--academic transfer and vocational/technical preparation for employment--that many respondents do not accept or cannot integrate into their understanding of the community college's role. (JA)

ED 453 872 JC 010 428

McQuay, Paul L.
College Transfer: Community College to University. United States Community College System.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Meeting of the Inter-American Bank Countries (Cambridge, MA. September 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Community Colleges; Continuing Education; Higher Education; Institutional Cooperation; *Transfer Programs; Vocational Education

This paper, which was presented at the Meeting of the Inter-American Bank Countries at Harvard Graduate School of Education in September 2000, discusses the United States Community College System. There are three types of education at American community colleges: university parallel programs, career education, and continuing education. The university parallel programs are sometimes referred to as the two-plus-two concept, meaning a student will complete two years of study at the community college before transferring to a university. The strongest argument for offering the two-plus-two program at the local community college is accessibility, economics, and teaching and learning support. Career education is, by design, not developed nor structured to be transferable. Therefore, unlike the college transfer track, career programs will vary in length from several months to a maximum of two years in most U.S. community colleges. Finally, continuing education at community colleges offer mostly noncredit courses. This unit of instruction was not designed for transfer and plays an important role in the economic development of the local community by assisting in the upgrading of employment skills. This document also discusses articulation agreements between two- and four-year institutions in America and other countries and provides recommendations for improving the transfer process. (JA)

ED 453 873 JC 010 429

Three of the centers focus on information technology, two on engineering technology, two on environmental technology, and one each on biotechnology, distance learning, marine technology, manufacturing, and microelectronics. The report includes NSF award data, including ATE awards, non-ATE awards, and awards co-funded by ATE. The report also includes selected examples of funded programs. (NB)

ED 453 893 JC 010 460

Grubb, W. Norton
From Black Box to Pandora's Box: Evaluating Remedial/Developmental Education.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Evaluation; *Curriculum Evaluation; *Developmental Studies Programs; *Evaluation Methods; Higher Education; Remedial Instruction; Remedial Programs

The roster of developmental programs available to students in community colleges is expanding, though remedial education itself does remain a marginal aspect of higher education. The programs are usually under-funded, segregated from "regular" offerings, and taught by part-timers. This report suggests that the colleges are sending signals that developmental education is not "real" education. The author details the vast array of different approaches to developmental/remedial education available in institutions of higher education. These approaches range from Shaughnessy's student-centered approach to the more conventional "skills-and-drills" approach and the remedial education offered in the welfare-to-work programs. The author finds that most educators who have made the transition form didactic to constructivist teaching have done so on their own, and thus the teaching methods seem random and idiosyncratic. He recommends an eclectic approach to the evaluation of remedial education which includes six parts: (1) investigation of the drop-out rates in remedial education; (2) outcome measures that include more than test scores of basic skills; (3) use of comparison or control groups in order to better evaluate the impact of completion; (4) understanding of the program being evaluated; (5) comparisons of different approaches to teaching; and (6) better understanding of the "assignment" problem. The author concludes that a program of evaluation and improvement is central to improving the performances of developmental and remedial students. (NB)

ED 453 894 JC 010 461

Employee Characteristics and Skills Valued by Northern Virginia Employers. Business Needs Assessment Study No. 1. Research Report.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; *Communication Skills; Community Colleges; Employees; *Employment Qualifications; Interpersonal Competence; *Job Skills; *Motivation; Two Year Colleges; *Work Ethic

time. Part 5 provides guidelines in developing successful student evaluations, from rubrics to narrative assessments. Part 6 provides sample culminating events for selected activities. Appended are three rubrics: a general rubric to be used with writing activities and two assessment tools. (Contains 14 resources.) (KB)

ED 453 912 PS 029 463

Book Examines Critical Periods. NCEDL Spotlights Series, No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.; This "Spotlight" is based on the book, "Critical Thinking about Critical Periods," edited by Donald B. Bailey, John T. Bruer, Frank Symons, and Jeff W. Lichtman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Books; *Brain; *Child Development; Cognitive Development; Developmental Stages; *Early Experience; Early Intervention; Research Utilization; Young Children
IDENTIFIERS- *Brain Development; Brain Growth; Critical Period (Psychology)

This newsletter issue provides an overview of the book, "Critical Thinking about Critical Periods," which discusses the neural and behavioral sciences that undergird the notion of "windows of opportunity" in early brain development. The issue presents the book's table of contents; the major sections are: (1) "Critical Periods: An Overview of Behavior and Biology"; (2) "Critical Periods in Basic Sensory Systems"; (3) "Critical Periods in Social and Emotional Development"; (4) "Critical Periods in Language Learning and Acquisition", and (5) "Early Intervention and the Relevance of Critical Periods"). The issue also offers several implications for research--such as the need for research to determine when "windows" generally open for specific skills. The issue concludes with a brief section on the importance of appropriate experiences in early childhood excerpted from the book's concluding chapter. (EV)

ED 453 913 PS 029 464

Bosma, Anne; Domka, Amy; Peterson, Jill
Improving Motor Skills in Kindergartners.
PUB DATE- 00
NOTE- 55p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Intervention; Kindergarten; *Kindergarten Children; Motor Development; Performance Based Assessment; Primary Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *Psychomotor Skills; *Skill Development

This action research project evaluated a program for improving motor skills in kindergartners by incorporating into the core curriculum motor activities, new materials focused on motor skills, and authentic assessments of motor skills. Teacher observations, scores from the DIAL-R (Developmental Indicators for the Assessment of Learning-Revised) test, teacher checklists, parent surveys, and interviews with an occupational

ED 453 932 PS 029 503

Brunner, Joan N.; Moore, Elsie G. J.
Preschoolers' Emerging Awareness of the Human Mind's Functions: When? Why? and How?
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Development; *Metacognition; *Preschool Children; Social Cognition
IDENTIFIERS- Consciousness; Theory of Mind

The purpose of this study was to determine age-related differences in preschoolers' emerging awareness of the human mind's functions. The study predicted that preschoolers are gradually becoming aware of their own mind functions and those of others. Forty children (mean age in months = 54.1; mean age in years = 4.51) were observed and questioned while playing three games with their caregivers. The children were evaluated on their total responses in each game situation and on each question to determine why there were significant differences as the children's ages increased by month and significant differences when comparing age groups. Regression and analysis of variance comparing the children by age in months and comparing the responses of the three age groups to the dichotomous questions in each situation indicated that preschoolers are expressing an emerging awareness of the human mind's functions. The younger children were more often in the value-sensing rather than intellectual mode of development, which explains the gradual increasing of the regression line and the significant difference between the three age groups. The transcribed and coded video/audiotaped data also suggested how preschoolers develop their awareness of the human mind's functions by being attuned to, attending to, remembering, reflecting, inferring, and being introspective about their environment. (Contains 18 references.) (Author/EV)

ED 453 933 PS 029 505

Give Your Child a Head Start = Dele a Su Hijo la Ventaja Educativa Inicial de Head Start.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Intervention; Economically Disadvantaged; Federal Programs; Low Income Groups; Parent Materials; *Preschool Education; *Program Descriptions
IDENTIFIERS- *Project Head Start

This pamphlet, in English- and Spanish-language versions, offers information to parents on the functioning and benefits of Head Start, a federal program for preschool children from low-income families. The pamphlet's sections answer the following questions: (1) "What Is Head Start?" (2) "What Can the Head Start Program Offer to Your Child?" (3) "What Would Be Your

Referenced Tests; Preschool Children; *Preschool Tests; *Psychological Testing; *Psychometrics; Screening Tests; *Standardized Tests; Test Reliability; *Test Selection; Test Validity; Theories; Toddlers

Noting that the last 40 years have witnessed an enormous increase in the number of psychological tests designed for the assessment of competencies in very young children, this review summarizes the quantitative and qualitative characteristics of psychological tests and other assessment instruments used to evaluate the cognitive functioning of infants, toddlers, and preschool children. The review is presented in three parts. Part 1 summarizes general principles of early childhood assessment. Part 2 describes the major domains in which the various assessment tools can be compared, evaluated, and selected. Part 3 presents brief descriptions and evaluations of selected instruments. Appended is a list of 313 additional references regarding specific tests or the assessment process. (Contains 103 references.) (KB)

ED 453 951 PS 029 534

Franklin, Sandra Putnam, Ed.
Early Childhood Care and Education: Working Together To Meet Family Needs.
PUB DATE- 96
NOTE- 62p.; Contributing Writer: Colleen Thomas. This document was formerly called "Working Together: An Ethnographic View of Interagency Collaboration. Report on Future Trends in Early Childhood, Volume IV, 1992."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Case Studies; Community; *Early Childhood Education; Educational Quality; Ethnography; Partnerships in Education; *Policy Formation; Program Descriptions; Public Policy; Qualitative Research; State Programs; Statewide Planning
IDENTIFIERS- Day Care Quality; *Massachusetts

This report presents the fourth study conducted by the Massachusetts Early Childhood Advisory Council since its inception in 1985, an investigation focusing on how interagency collaboration occurs in local early childhood programs in Massachusetts and whether mandating interagency councils is effective in promoting collaboration. The report also examines philosophical issues related to collaboration through a review of extant research. Based partially on the findings of surveys examining the degree and quality of interagency collaboration, six communities were selected for in-depth study using ethnographic methods. Teams of two interviewers visited each site, interviewing individuals involved in the collaborative effort and attending advisory council meetings. Each team compiled a report and met with the Future Trends Subcommittee to examine findings. The case studies in this report characterize the cultures of the six communities as bureaucratic, entrepreneurial, communal, or paternalistic. Understanding the culture of each community was critical in leading the Council to the conclusion that there are several ways for communities to collaborate. Findings indicate that interagency collaboration helps children and families, increases community involvement in schools, leads to a coordinated system of service delivery, leads to improvement in the quality of services, and is efficient and cost effective. Based on the information from the study and a review of recent literature, the Massachusetts Early Childhood Advisory Council

Act in 1991. The section also compares Louisiana's SBHCs with other SBHCs nationally, and highlights programs and partnerships contributing to Louisiana's success, including the Continuous Quality Improvement Program. Section 2 summarizes the leading reasons children visit SBHCs, demonstrates the wide variety of services available, and reveals the critical role that health centers fill in the lives of the students and the schools they serve. Section 3 features profiles of each of Louisiana's operating school health centers, illustrating the strong links between the SBHCs and the communities they serve. The report's three appendices include definitions of the categories of conditions by which SBHC data are coded, the text of the state law that created the program, and the 1999-2000 financial statement. (Author/KB)

ED 453 968 PS 029 557

Goldhawk, Sara
Young Children and the Arts: Making Creative Connections. A Report of the Task Force on Children's Learning and the Arts: Birth to Age Eight.
SPONS. AGENCY- Coca-Cola Bottling Corp. Foundation, Cincinnati, OH.; American Federation of Teachers, Washington, DC.
PUB DATE- 98
NOTE- 42p.; Co-written by the Task Force on Children's Learning and the Arts: Birth to Age Eight. Edited by Carol Bruce. Illustrated by David Wisniewski.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; Art Expression; Child Development; Childrens Art; *Developmentally Appropriate Practices; Early Childhood Education; *Fine Arts; Program Descriptions; Visual Arts; *Young Children

The Task Force on Children's Learning and the Arts: Birth to Age Eight guides the development of arts-based early childhood programs and resources, and links the arts to the literacy of young children. This document presents examples of activities, programs, research, and resources that exemplify each of three guiding principles related to: the child's learning through engagement in the arts; meaningful experiences with the arts; and the learning environment and adult interaction. Following introductory remarks, the document delineates the national reports and initiatives informing the discussion between the arts and early childhood communities regarding the role of the arts in young children's learning and development. The three guiding principles are then detailed, and examples are presented for putting the guiding principles into action in developmentally appropriate arts experiences. A chart delineates developmental benchmarks and stages, and summarizes appropriate arts activities from infancy through eight years. Finally, Task Force recommendations are listed for individuals/organizations specializing in the arts, individuals/organizations specializing in educating young children, and the education research community. Appended are representative examples of arts-based early childhood programs, research, and programs available in a companion database to this report. A list of the members of the Task Force complete the report. (Contains 21 references.) (KB)

ED 453 969 PS 029 558

Zill, Nicholas; Resnick, Gary; Kim, Kwang; McKey, Ruth Hubbell;

programs identified for elimination, OIE programs being funded, Impact Aid programs, and BIA programs, and presents the National Indian Education Association's position on issues surrounding each one. (TD)

ED 453 986 RC 022 964

Directory of National Fellowships, Internships and Scholarships for Latino Youth.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; *Fellowships; Higher Education; *Hispanic American Students; Hispanic Americans; *Internship Programs; Minority Groups; Organizations (Groups); Professional Education; *Scholarships
IDENTIFIERS- *Latinos

This directory aims to make Latino youth aware of various fellowships, internships, and scholarships available to finance their higher education. The three sections are each arranged alphabetically by organization name. Each entry contains a brief description and contact information, including Web site address. Approximately 50 fellowships are described. Most aid minority students pursuing professional careers; a few are targeted specifically to Latino students or to particular Hispanic ethnic groups. The 27 internship programs provide undergraduate or graduate students with summer or year-round work experience in professional careers, government, or advocacy organizations. Some internships are unpaid; others offer a stipend or college credit. The 37 scholarships range from $250 to $10,000. Almost all are targeted specifically to Hispanic students. Some have residency requirements or are intended for students attending particular institutions. An appendix lists additional resources on student financial aid. (SV)

ED 453 987 RC 022 993

Ellis, Bronwyn; Boxall, Dianne; Dollard, Maureen; Sawyer, Janet
Swings and Roundabouts: Working as a Rural Academic.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual National Research Forum of the Australian Rural Education Research Association (Melbourne, Australia, December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Collegiality; Foreign Countries; Geographic Isolation; Higher Education; Job Satisfaction; Professional Development; Professional Isolation; *Quality of Working Life; Rural Areas; *Rural Education; *Rural Urban Differences; School Community Relationship; *Teacher Attitudes; *Work Attitudes; Work Environment
IDENTIFIERS- Australia

An Australian study explored the implications of being a rural academic; distinguishing features of rural academics' work; perceptions of rural academics held by themselves and others; and contributions rural academics make to their institutions, disciplines, and communities. Interviews were conducted with 24 faculty members from 2 Australian universities that have both metropolitan and rural campuses. Distinguishing features of

PUB DATE- 00
NOTE- 14p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Bilingual Education; Consortia; *Doctoral Programs; Educational Innovation; *Graduate Students; Higher Education; *Hispanic American Students; Leadership Training; *Mentors; Program Descriptions; Public Policy; Research Assistants; *Teacher Education; Teaching Assistants
IDENTIFIERS- Educational Leadership; United States (Southwest)

The Hispanic Border Leadership Institute (HBLI) is a consortium of six Southwestern universities that promotes the improvement of education for Hispanics at all levels, K-16, particularly on the U.S.-Mexico border. HBLI seeks to bring about systematic change in education by designing new approaches to the doctoral preparation programs of educational leaders. These programs provide relevant leadership and policy training for trustees of public schools and community colleges as well as regents of Southwestern universities, and examine and influence public policy directly impacting Hispanic education in the Southwestern United States. HBLI offers new curricula for leadership preparation at the doctoral level, combined with doctoral fellowships and graduate assistantships of 3-year durations. Besides studying full-time during the academic year and participating in summer institutes and seminars, awardees may also complete internships on both sides of the U.S.-Mexico border. Doctoral fellows are assigned duties as research or teaching assistants at any of the four participating doctoral-granting institutions. Other HBLI activities include a national policy conference, policy publications, presentations by national experts, education of state governmental agencies, network formation, collaboration with other professional associations, and encouragement of systemic change. Experiences of two doctoral students illustrate how their interests are linked with faculty research projects and enumerate the reciprocal rewards resulting from faculty mentoring. (TD)

ED 454 005 RC 023 026

Cody, Karen
Texas Spanish: Language Use and Ethnic Identity in Bilingual Speakers.
PUB DATE- 00
NOTE- 13p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Language Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Bilingualism; *Ethnicity; Identification (Psychology); Language Attitudes; *Language Role; *Language Usage; *Mexican Americans; Social Networks; Spanish Speaking
IDENTIFIERS- *Spanish (Texas); *Texas (San Antonio)

A study examined the use of the ethnic language as it relates to

NOTE- 11p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; College Students; Environmental Education; *Environmental Interpretation; Higher Education; Historical Interpretation; *Student Attitudes
IDENTIFIERS- *Environmental Awareness; *Place Based Education; Sense of Place

A study examined the effects of integrating cultural history interpretation of the environment into wilderness adventure trips for college students. At Colgate University (New York), pre-orientation camping trips available to all incoming students integrated interpretive activities related to the local environment. Before the trips, leaders received training in interpretive theory, methods, materials, and goals. Participants were unaware of the study. Three weeks after the trips, 19 of 20 participants interviewed reported that the interpretive activities had a positive influence on the overall backcountry experience. The most effective activities were skits and group initiatives "peppered" throughout the day in a creative and engaging manner. All subjects reported increased knowledge of the area--most frequently, increased awareness of the Adirondacks as a unique place. Several participants said that knowing how others had cared for the land in the past made them feel more inclined to uphold Leave No Trace practices. Some participants noted that they were greatly influenced by their leaders, who conveyed a personal connection to the land. Three stages of participant experience of the land are discussed: "being there," discovering the stories of the land, and developing a sense of place. Suggestions for further research are offered. (Contains 21 references.) (SV)

ED 454 023 RC 023 079

Eagle, Harlan; Gordon, Janelle; Lewis, Lindy
The Effects of a Public School System's One Day Adventure Experience.
PUB DATE- 00
NOTE- 9p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Daily Living Skills; Elementary Secondary Education; *Experiential Learning; *Individual Development; Interpersonal Competence; *Program Effectiveness; Self Concept
IDENTIFIERS- Maryland

Beyond the Limits, a program of the Wicomico County school system (Maryland), conducts 1-day adventure experiences that use a challenge ropes course and classroom experiential activities to develop students' intrapersonal and interpersonal skills. Before the experience, all participants agree to the "full value commitment," which is a social contract that helps the group build a safe place characterized by respect and mutual support. After the experience, debriefing in a group-centered format encourages reflection on the experience. The 24-item Life Effectiveness Questionnaire (LEQ-H) was completed by 100

(SAH)

ED 454 044 SE 064 897

Nebraska Science Standards.
PUB DATE- 98
NOTE- 21p.; In its: Nebraska L.E.A.R.N.S., p. 93-112, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Inquiry; Physical Sciences; Primary Education; Science Education; *Scientific Principles; *State Standards; Technology
IDENTIFIERS- *Nebraska

This resource contains a listing of the Nebraska Science Standards. In the primary grades, students should learn science at their developmental level. Children develop concepts, vocabulary, and inquiry skills by observing common materials and organisms. They develop the ability to ask questions, investigate the world around them, and use their observations to create reasonable explanations for their questions. In the intermediate grades, students learn science concepts, vocabulary, and inquiry skills at their developmental level. Students should develop knowledge and process skills while engaged in inquiry. They should ask simple questions, design and conduct investigations, and present their results to others. At the middle school level, students should expand their scientific inquiry skills through knowledge, observations, ideas, and questions. Students will begin to recognize the relationship between explanation and evidence. They understand that background knowledge and theories guide the design of investigations, the types of observations made, and the interpretation of data. Student investigations will shape and modify students' background knowledge. Senior high school students should be able to understand scientific inquiry at increasingly higher levels of sophistication. Questions and issues should form the basis of investigations. Students should learn how to analyze evidence and evaluate their own explanations and those of scientists. (SAH)

ED 454 045 SE 064 898

Nebraska Mathematics Standards Grades K-12.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; History; *Mathematics Curriculum; *Mathematics Instruction; *Social Studies; *State Standards
IDENTIFIERS- *Nebraska

The Nebraska K-12 Mathematics Standards are intended to reflect what students should know and be able to do by the end of the grades 1, 4, 8, and 12. In addition to identifying grade-level specific standards, the content standards are further divided into six topic strands: (1) Numeration/Number Sense; (2) Computation/Estimation; (3) Measurement; (4) Geometry/Spatial Concepts; (5) Data analysis, Probability, and Statistical Concepts; and (6) Algebraic Concepts. This document also lists Nebraska Social Studies/History Standards for grades K-12. (ASK)

ED 454 046 SE 064 899

NOTE- 293p.; For other books in series, see SE 064 933-935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biological Sciences; Childrens Literature; *Educational Resources; Elementary Education; Habitats; Hands on Science; Plants (Botany); *Science Activities; Science Instruction; *Thematic Approach; Trees

This book provides resources to teachers and librarians for creating thematic units on specific topics targeting grades K-8. Each topic includes key concepts, comprehensive teaching resources, teaching resources (nonfiction children's literature), reading selections (fiction children's literature), science activities, creative writing and art activities, and additional resources. The book is divided into four sections. Section 1, Animals, includes: (1) Insects and Spiders; (2) Other Invertebrates; (3) Reptiles and Amphibians; (4) Fish; (5) Birds; (6) Mammals; and (7) Dinosaurs. Section 2, Habitats, includes: (1) Sea Life; (2) Deserts; (3) Polar Regions; (4) Tropical Rain Forests; (5) Grasslands; and (6) Woodlands and Ponds. Section 3, The Human Body, includes: (1) The Five Senses; (2) Body Systems and Health; (3) Nutrition and Exercise; and (4) Diseases; Disabilities; and Disorders. Section 4, Plants, includes: (1) Simple Plants, Fungi, and Bacteria; (2) Plant Life; and (3) Trees. (YDS)

ED 454 069 SE 064 935

Bain, Amy; Richer, Janet; Weckman, Janet
Earth Sciences: Curriculum Resources and Activities for School Librarians and Teachers.
PUB DATE- 01
NOTE- 165p.; For other books in series, see SE 064 933-934.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Earth Science; *Ecology; *Educational Resources; Elementary Education; Endangered Species; Pollution; *Science Activities; Science Instruction; *Thematic Approach; Weather
IDENTIFIERS- Earth; Precipitation; Sun

This book provides resources to teachers and librarians for creating thematic units on specific topics targeting grades K-8. Each topic includes key concepts, comprehensive teaching resources, teaching resources (nonfiction children's literature), reading selections (fiction children's literature), science activities, creative writing and art activities, and additional resources. The book is divided into three sections. Section 1, The Earth, includes: (1) Rocks, Minerals, and Soil; (2) Bodies of Water; (3) Oceans; and (4) Landforms and Geological Processes. Section 2, Ecology, includes: (1) Endangered Animals; (2) Diminishing Resources; and (3) Pollution. Section 3, The Weather, includes: (1) The Sun and the Seasons; (2) Air, Temperature, and Wind; and (3) Precipitation. (YDS)

ED 454 070 SE 064 936

Freedman, Michael P.
The Influence of Laboratory Instruction on Science Achievement

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- High Schools; *Individualism; *Mathematics Instruction; *Secondary School Teachers; *Teacher Collaboration; Teacher Effectiveness

The primary activity of teachers is teaching; specifically, instructional time in the classroom--a generally individual practice. Other than instructional time, the activities that most consume teachers' time are those related to the courses they teach but that are not instructional time--lesson planning (short-term planning including short-range assessment construction), course planning (long-term planning including defining the course and comprehensive assessment construction), record keeping, grading, and other sorts of work outside the classroom that enables their work inside the classroom. It is in these activities that the greatest potential for collaboration exists. This paper seeks to explore collaboration and individuality in secondary school mathematics departments largely through the lens of course and lesson planning. Seven public schools were studied. Mathematics teachers' desire to collaborate varied greatly, apparently depending on many factors. Less experienced teachers appeared to want to collaborate more on instructional techniques. Teachers with more students seemed to want to spend more time discussing students. Some teachers regularly talked to a subset of the teachers in their department more than the rest of the department, possibly because of common free time or convenient location of work areas. Some teachers collaborated with their colleagues much less frequently. Some teachers were open to discussion when they felt there was something to discuss but would rather not have had regular formal collaboration. (Contains 16 references.) (ASK)

ED 454 092 SE 065 071

Herd, Meg
Learn and Play in the Garden: Games, Crafts, and Activities for Children.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Games; *Gardening; *Gardens; Handicrafts; *Outdoor Activities; Plants (Botany); Preschool Education; Recreational Activities; Science Activities
IDENTIFIERS- Fruits; Vegetables

This book features activities, games, and crafts about gardening for children aged 6 to 12. The organization of the book is based on the seasons and the activities emphasize learning through fun. The spring section includes: (1) "Creating Your Own Vegetable Garden"; (2) "Safe Spraying"; (3) "What to Grow"; (4) "Cooking Your Vegetables"; (5) "Sally Scarecrow"; (6) "Succulent Strawberries"; (7) "Be a Flower Hunter"; (8) "Flower Craft"; (9) "Skip to My Lou"; (10) "One Potato, Two Potato, Three Potato, Four!"; (11) "Twisting and Twining"; and (12) "Halloween". The summer section includes: (1) "Buzzy Bees"; (2) "Summer Painting Fun"; (3) "From Seed to Tree"; (4) "Life Cycles"; (5) "The Giant Gourd"; (6) "Baby Vegetables"; (7) "Splish Splash--Cooling Off Time"; (8) "Beetles and Bugs"; (9) "Happy Herbs"; and (10) "Sand Castles and Mud Pies". The autumn section includes: (1) "Letting Off Steam"; (2) "Seed Search";

of public power and politics, that explored how 21 Anglo-Australian children, between ages 7 and 12, from 2 separate schools in different social class areas, responded to questions of national identity and citizenship at a time when both issues are at the top of the national agenda. The main themes for the analysis were suggested by and adapted from the critical discourse analysis approach adopted by the larger Australian study of adult constructions of national identity. In response to what it means to be Australian, children appear to adopt a fairly practical approach, listing things that are uniquely associated with Australia (animals, landscape, flag). In relation to citizenship, children are reasonably well-informed about the rights and responsibilities of being a citizen. Findings suggest that children are beginning to adopt new forms of national identity that involve an easy slippage between the global and the local, the national and the international. Contains 21 references. (BT)

ED 454 112   SO 032 780

Boys Will Be Boys: A Fox Family Channel Afternoon Special for Cable in the Classroom and Videotape. A Guide for Educators.
PUB DATE- 01
NOTE- 0p.; Rhonda Lucas Donald produced the educators' guide for KIDSNET. For other videotapes and guides, see SO 032 781-784.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Critical Viewing; *Curriculum Enrichment; Daily Living Skills; *Educational Television; Feminism; Intermediate Grades; Junior High Schools; Language Arts; Mathematics; School Culture; Sciences; *Sexual Harassment; Social Studies; *Student Behavior; *Television Viewing
IDENTIFIERS- Curriculum Standards; Male Female Relationship; Media Literacy

"Boys Will Be Boys," the television program featured in this videotape and teaching guide, explores the turmoil experienced by a young woman, a high school sophomore, who becomes the victim of sexual harassment at school. The program can be a springboard for discussing the larger issues of sexual harassment and women's rights today and in the past. The guide includes discussion questions and activities that encourage students to examine attitudes about sexual conduct. It contends that knowing what sexual harassment is and learning to stop it are important lessons for students in every classroom. The guide provides teachers with step-by-step strategies for using the television program, and it provides questions for pre-viewing, viewing, and post-viewing discussion, as well as activities that engage history and social studies, English and language arts, civics, media literacy, life skills, mathematics, art, and behavioral studies. (Contains a resource list of 7 books, 4 videos, and 10 Web sites.) (BT)

ED 454 113   SO 032 781

The Writing on the Wall: A Fox Family Channel Afternoon Special for Cable in the Classroom and Videotape. A Guide for Educators.
PUB DATE- 01
NOTE- 0p.; Rhonda Lucas Donald produced the educator's guide for KIDSNET. For other videotapes and guides in the series, see SO 032 781-784.

sexual harassment is, and they provided their own definitions when asked. Major findings reveal the following: significant numbers of students are afraid of being hurt or bothered in their school lives; sexual harassment is widespread in school life; school sexual harassment has a negative impact on students' emotional and educational lives; students today are more likely than those in 1993 to say their schools have a policy or distribute literature on sexual harassment; nearly all students surveyed know what sexual harassment is; the most upsetting examples of sexual harassment in school life involve speech as well as actions; a sizeable minority of students reports high levels of sexual harassment in school; most experiences involve students harassing students, although many experiences involve school adults harassing students; and slightly more than half (54%) of students say they have sexually harassed someone during their school lives. Contains 29 figures and an afterword. Appended is the research methodology with additional figures. (BT)

ED 454 133 SO 032 838

Crocco, Margaret Smith, Ed.; Davis, O. L., Jr., Ed.
"Bending the Future to Their Will": Civic Women, Social Education, and Democracy.
PUB DATE- 99
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Community Involvement; *Democracy; *Feminism; Multicultural Education; Social History; *Social Sciences; *Women Faculty
IDENTIFIERS- Historical Figures; *Social Education

This book examines the lives and work of women who forged a distinctive tradition of social education from the late 19th century to the late 20th century, one that offered an alternative set of ideas about its means and ends to those propounded by mainstream educational theorists. In the book, the term "social education" is used to suggest that education about democracy and citizenship has occurred in a variety of settings beyond the school. It takes social education to mean teaching and learning about how individuals construct and live out their understandings of social, political, and economic relation--past and present--and the implications of those understandings for how citizens are educated in a democracy. The book contains the following chapters: (1) "Introduction" (Margaret Smith Crocco); (2) "Considering the Source: Mary Sheldon Barnes" (Frances E. Monteverde); (3) "Lucy Maynard Salmon: Progressive Historian, Teacher, and Democrat" (Chara Hauessler Bohan); (4) "'Widening the Circle': Jane Addams, Gender, and the Re/Definition of Democracy" (Petra Munro); (5) "Shaping Inclusive Education: Mary Ritter Beard and Marion Thompson Wright" (Margaret Smith Crocco); (6) "Lucy Sprague Mitchell: Teacher, Geographer, and Teacher Educator" (Sherry L. Field); (7) "Bessie Louise Pierce and Her Contributions to the Social Studies" (Murray R. Nelson); (8) "Rachel Davis DuBois: Intercultural Education Pioneer" (O. L. Davis, Jr.); (9) "Composing Her Life: Hilda Taba and Social Studies History" (Jane Bernard-Powers); (10) "Alice Miel: Progressive Advocate of Democratic Social Learning for Children" (Elizabeth Anne Younger); (11) "The Search for a Coherent Curriculum Vision: Hazel Whitman Hertzberg" (Andrew Mullen); and (12) "Courage, Conviction, and Social Education" (Andra Makler). (BT)

Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, Phase 2. The study was designed to assess the civic knowledge of 14-year-old students across 28 countries. This report concentrates on the attitudes, actions, and conceptual views of U.S. students, as well as the school and classroom context of civic education. It is organized in seven chapters. Chapter 1 is an introduction. Chapter 2 presents a brief overview of the civic achievement of U.S. students on the assessment component of the student instrument compared with that of students in the other 27 participating countries. Chapter 3 examines the school and classroom context of civic knowledge, with particular emphasis on the status of civic education in schools and what students learn in civic education. Chapter 4 presents results on the demographic, socioeconomic, and out-of-school context of civic knowledge. Chapters 5 through 7 analyze the survey component of the instruments. Chapter 5 focuses on concepts of democracy, citizenship, and government. Chapter 6 examines the attitudes of U.S. students toward national and international civic issues. Chapter 7 looks at the current and expected activities of U.S. ninth-grade students related to politics. Appended are "CivEd Framing Questions"; "The CivEd Student Instrument"; "Overview of CivEd Methods and Procedures"; "Standard Errors for Tables"; and "Standard Errors for Figures." Contains a list of references, 28 tables, and 40 figures. (Author/BB)

ED 454 153   SO 032 926

Highlights of U.S. Results from the International IEA Civic Education Study (CivEd).
PUB DATE- 01
NOTE- 12p.; For full report, see SO 032 924.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Citizenship Education; Citizenship Responsibility; *Civics; Comparative Analysis; *Cross Cultural Studies; *Democracy; Democratic Values; Grade 9; *Political Issues; Secondary Education; Social Science Research; Social Studies; *Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- *International Assn Evaluation Educ Achievement; *United States

This brochure presents highlights from "What Democracy Means to Ninth-Graders: U.S. Results from the International IEA Civic Education Study," a report that analyzes the U.S. results of the 1999 International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, Phase 2. The study was designed to assess the civic knowledge of 14-year-old students across 28 countries. This brochure contains briefs of the results on the following topics: "The Civic Achievement of U.S. Students in International Perspective"; "The School and Classroom Context of Civic Knowledge"; "The Demographic, Socioeconomic, and Out-of-School Context of Civic Knowledge"; "Concepts of Democracy, Citizenship, and Government"; "Attitudes of U.S. Students toward National and International Civic Issues"; and "Current and Expected Activities Related to Politics." (Contains seven figures.) (BT)

ED 454 154   SP 039 921

Standards of Professional Practice for Accomplished Teaching in Australian Classrooms. A National Discussion Paper.
PUB DATE- 00

affective, cognitive, and social needs of adolescents. Chapter 4, "Teaching with Learning in Mind," examines current cognitive, social-cognitive, and social-emotional research with emphasis on knowledge construction, mastery of content, thinking development, interpersonal relationships, and social interaction. Chapter 5, "Teaching for Understanding," more explicitly develops teachers' strategic role in structuring environments for adolescent thinking and learning. Chapter 6, "Content as a Way of Thinking," explores instructional practices that are conducive to learning transfer. Internet resources are appended. (Contains references and an index.) (SM)

ED 454 173 SP 040 041

Merideth, Eunice M.
Leadership Strategies for Teachers. K-Adult.
PUB DATE- 00
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Faculty Development; Higher Education; *Instructional Leadership; Interpersonal Communication; *Leadership Qualities; Teacher Characteristics; Teacher Collaboration; Teacher Role
IDENTIFIERS- Professionalism; Teacher Leaders; *Teacher Leadership

This book offers an overview of leadership as a dynamic process available to all teachers, reviewing research-based theories applicable to teacher leadership and presenting strategies for the development of teacher leadership skills. It reflects the philosophy that leadership is best developed through the combination of theory and experience that lends confidence to action and satisfaction in defining oneself as teacher and leader. Chapter 1, "Teachers as Leaders," explores teacher leadership behaviors through the REACH model, which describes behaviors that characterize teacher leaders. Chapter 2, "Teacher-Leaders in Action," describes four roles of teacher leaders that evolve from being a change agent, curricular designer, situational leader, and transformational leader. Chapter 3, "Teacher-Leaders and Professional Growth and Development," investigates the concept of professionalism, the five major models of professional development, and collaborative learning and leading. Chapter 4, "Communicating Leadership," explains the connections between success in leadership endeavors and communication skills. Chapter 5, "Connecting Teacher-Leaders," discusses how to connect teacher leaders beyond their schools through professional organizations and publications as well as through educational conferences and exhibits. Appended are forms to aid in the organization and implementation of strategies for staging an educational conference. (Contains references and an index.) (SM)

ED 454 174 SP 040 044

Elmer, Roger
Power and Professionalism: Reconstruction of Medical Educators' Practice by Way of a MA(Ed).
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14,

related to their instructional practices. This study used data from the transcripts of four interviews in which participants shared memories of literacy instruction in teacher education, literacy professional development, and mentor programs. Data analysis indicated that these women were caught in a maze of tensions related to overlapping issues. The dominant structure of the school limited their decision making power regarding curriculum in the classroom and their exposure to literacy training. As a result, they struggled to make sense of the ambiguous environment they worked in along with the experiences they brought to the job. There were both external and internal struggles that intertwined with gender expectations, cultural norms, and the historical context of teaching. Four themes that emerged from the data were: fragmented teacher education memories; abandonment by the school structure; finding help; and insignificant professional development. (Contains 42 references.) (SM)

ED 454 193 SP 040 067

Brown, Carol A.
Utilization, Knowledge Levels, and Instructional Application of Technology for Teacher Education Faculty.
PUB DATE- 01
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; *Knowledge Level; Methods Courses; Preservice Teacher Education; *Problem Solving; Teacher Competencies; *Teacher Educators
IDENTIFIERS- *Teacher Knowledge

This study measured the level of implementation of computers and other technologies within teacher education method courses and noted how much computers were being utilized for developing problem solving abilities that could be used in the K-12 classroom curriculum. Surveys of Arkansas teacher educators from colleges affiliated with the National Council for the Accreditation of Teacher Education (NCATE) examined: demographics; personal use of computers and related devices; compliance with NCATE and International Society for Technology in Education (ISTE) recommendations for teacher educators to be knowledgeable about current practice related to the use of computers and technology and integrate them into their teaching and scholarship; and use of technology for realistic problem solving experiences. Results indicated that four respondent characteristics showed significant relationships with knowledge level and use (familiarity with ISTE competencies, age, rank, and tenured position). Survey responses suggested that methods instructors were using the Internet and World Wide Web for student assignments involving information access, email for communication, and word processed documents for class assignments. They were not using databased or spreadsheet applications for class assignments that would require higher order thinking and problem solving skills. (Contains 47 references.) (SM)

ED 454 194 SP 040 068

religiously affiliated universities might serve as a model for preparing teachers for character education. The survey instrument is attached. (Contains 34 references.) (Author/SM)

ED 454 213 SP 040 092

Norum, Karen E.
The Story behind the Story.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Expression; *Educational Research; *Fiction; Higher Education; Research Methodology
IDENTIFIERS- *Story Writing

This paper discusses one author's decision to write a fictive story about her experiences as a beginning professor. It highlights her obligations to: a poster presentation on an arts-based approach to research; the audience who would attend the poster presentation and read the text; others who might appear in the text; and herself. Overall, her obligations shaped her decision. Obligations to the conference influenced her to write about something out of her own experience, using an arts-based approach. Her obligation to show, rather than tell, the audience what education was to her encouraged her to try fictionalizing her experiences. Obligations to others in the story caused her to seek the guidance of others, with people from outside and within the university reading and commenting on the manuscript. Obligations to herself drove her to forge ahead in this endeavor. She believes that sorting out these obligations helped her grow as a researcher. Fiction allowed her to write about heroes and villains, evoking rather than describing her experiences. It allowed her to write a story that would affect readers at an immediate, emotional level while she made meaning out of her relationship to the culture of higher education. (Contains 36 references.) (SM)

ED 454 214 SP 040 093

Newby, Michael; Rickards, Tony; Fisher, Darrell
A Model of the Relationship between Teacher and Student Perceptions of Classroom Interactions.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Science Education; Secondary Education; Secondary School Science; Secondary School Students; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- Australia

This study compared science students' perceptions of their teacher-student interactions with those of their teachers by administering the Questionnaire on Teacher Interaction (QTI) to teachers and students in 80 lower secondary science classes in

Activities; Physical Fitness; *Swimming; *Water
IDENTIFIERS- *Halliwick Method; Hydrotherapy; *Water Exercise

This publication explains the Halliwick Method of swim instruction for people with disabilities. The Halliwick Method emphasizes independent functioning in the water, obtained through the development of control over body movements and establishing physical and psychological comfort. Containing over 75 photographs, including underwater shots, this publication presents descriptions of water entry; water adjustment and basic positioning; lateral rotation; vertical rotation; turbulence and buoyancy; water exit; group activities; combinations; and cueing. The publication also presents a list of hints and reminders for instructors (e.g., the main goal is independent functioning, students should blow every time the mouth is in or near the water, most of the described skills can be developed concurrently, and improvement occurs over time). After offering safety recommendations and describing how to make the transition to regular swimming lessons, the publication presents a Halliwick progress assessment chart and offers a list of Halliwick resources (both print and Internet). (SM)

ED 454 234 TM 030 133

State Report Appendix: Arizona Student Achievement Program. Stanford Achievement Text. Grades 2 through 11. Ninth Edition, Spring 1999.
PUB DATE- 99
NOTE- 348p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics Achievement; Reading Achievement; School Districts; Schools; Scores; State Norms; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- Arizona; *Arizona Student Assessment Program; *Stanford Achievement Tests

The 1998-99 school year marked the 19th year of statewide student testing under the Arizona Student Achievement Program. In this school year, students were tested using the Stanford Achievement Test, Ninth Edition (Stanford9). This test was administered to 593,872 Arizona students in grades 2 through 11 during the spring of 1999. Three subtests in reading, language, and mathematics were administered at all grade levels. This document provides school, district, county, and state level scores representing typical student performance. Sections A, B, and C of this report provide separate scores, one for each subject tested. The three scores cannot be averaged to provide one overall score for a school, district, county, or the state. They are percentile rank scores that indicate the estimated percentage of students nationally scoring equal to or lower than the average performance indicated for a school, district, county, or the state. These scores are presented in table form, one lengthy table for each of the three subtests in reading, mathematics, and language. (SLD)

ED 454 235 TM 031 968

Cramer, Susan; Rose, Stephen; Winterfeldt, Henry
A Staff Development Model for Infusing Technology into the Social Studies Curriculum.
PUB DATE- 99

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Data Collection; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Indigenous Populations; *Program Evaluation; Research Reports; School Districts
IDENTIFIERS- *British Columbia; *Large Scale Assessment; Reform Efforts

This paper provides an overview of the data collection, analysis, and reporting system of the British Columbia Ministry of Education, a system that is intended to improve the results obtained by the school system. The background of the system is described, and how it is used to assist in school improvement is outlined. The system's success to date is also evaluated. British Columbia, which has a long history of collecting information from its schools, began to collect basic information about each student in 1989, replacing the former paper-based system of summaries of school information. Case-by-case data collected year after year can be used to provide information about the performance of schools, even if there is little information about the performance of students. School dropout or completion rates can be used to see if programs are successful, and differences between schools and districts can be displayed. The data can be used in various ways to draw inferences about program effectiveness, and it is now becoming possible to do systematic analyses of student performance at earlier grades, making the information more useful in developing policies. The Ministry of Education now has 4 years of data on school completion and considerable data about the performance and progress of Canadian aboriginal students. Some school districts are beginning to use this information for school improvement, and the trends revealed by this data show that significant improvement is occurring in some districts. It is expected that further improvements will result from the introduction of even better evidence of school performance. (SLD)

ED 454 255 TM 032 858

Marzano, Robert J.
A New Era of School Reform: Going Where the Research Takes Us.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Educational Change; Educational Research; Effect Size; Elementary Secondary Education; *Instructional Effectiveness; *Outcomes of Education; Tables (Data)
IDENTIFIERS- *Reform Efforts

This monograph attempts to synthesize and interpret the extant research from the last 4 decades on the impact of schooling on students' academic achievement. The central thesis is that educators stand at the dawn of a new era of school reform. The discussion, which is somewhat technical in nature, relies on five indices to describe the relationship between student achievement and various school, teacher, and student-level

PUB DATE- 01
NOTE- 58p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Algorithms; *Computer Assisted Testing; *Review (Reexamination); *Selection; Statistical Bias; *Test Items
IDENTIFIERS- *Answer Changing (Tests); Item Selection

Many arguments have been made against allowing examinees to review and change their answers after completing a computer adaptive test (CAT). These arguments include: (1) increased bias; (2) decreased precision; and (3) susceptibility of test-taking strategies. Results of simulations suggest that the strength of these arguments is reduced or eliminated by using specific information item selection (SIIS), under which items are selected to meet information targets, instead of the more common maximum information item selection, under which items are selected to maximize information. Because item review offers several benefits, by using SIIS and an appropriate ability estimator, allowing item review on a CAT is probably warranted. (Contains 1 table, 15 figures, and 31 references.) (Author/SLD)

ED 454 276 TM 032 885

Zhang, Liru
Examining the Effects of Drafting and Revising Patterns on Students' Writing Performance and the Implications in Writing Instruction.
PUB DATE- 01
NOTE- 92p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *High School Students; *Prewriting; *Revision (Written Composition); Writing Instruction; Writing Strategies; *Writing Tests
IDENTIFIERS- Large Scale Assessment

The effects of prewriting, drafting, and revising in a large-scale writing assessment were studied, focusing on drafting and revision patterns exhibited by students during testing. A total of 465 students were selected for this study (113 in grade 3, 117 in grade 5, and 116 in grade 10). Each student's work included the prewriting, first draft, and second draft of the 1998 Delaware Writing Assessment. The review panel for this study consisted of 10 experienced writing specialists. Of the 475 essays, 34% of the second drafts across the grades showed some evidence of improvement through revisions, but 66% showed no evidence of improvement. Only 3% of the second drafts were considered "greatly improved." Overall, the primary changes students made were on the lexical level of the eight revision categories. A large percentage of students in the lower grades made more changes to the physical appearance and surface level of their writing than did students in the higher grades, but monitoring science instruction and assessing student learning are discussed. (Contains 18 references.) (Author/SLD)

ED 454 296 TM 033 044

Carr, Judy F.; Harris, Douglas E.
Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning.
PUB DATE- 01
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; Educational Change; Elementary Secondary Education; *Professional Development; *Standards; Teaching Methods
IDENTIFIERS- *Action Plans

This book describes a comprehensive process by which schools and districts can turn piecemeal initiatives to incorporate standards into curriculum into a coherent plan. The book explains how to determine who is to teach and assess each standard and how to create a curriculum and assessment plan. It defines effective practice in linking curriculum and standards and explains how to create a comprehensive assessment system. Action planning is described as the key to successful linking, and improved student performance is identified as the centerpiece of all standards-linking procedures. The chapters are: (1) "Overview of Standards Linking"; (2) "The Curriculum and Assessment Plan"; (3) "Defining Effective Practices for Attainment of Standards"; (4) "The Comprehensive Assessment System"; (5) "Action Planning"; (6) "Reporting in Relation to Standards"; (7) "Professional Development, Supervision, and Evaluation"; and (8) "Getting Started." One appendix contains a learning opportunity survey for teachers, and the other contains a sample school district plan. A glossary is included. (Contains 35 references.) (SLD)

ED 454 297 TM 033 045

Riccio, Cynthia A.; Reynolds, Cecil R.; Lowe, Patricia A.
Clinical Applications of Continuous Performance Tests: Measuring Attention and Impulsive Responding in Children and Adults.
PUB DATE- 01
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adults; *Attention; *Children; *Clinical Diagnosis; *Diagnostic Tests; *Measurement Techniques
IDENTIFIERS- *Continuous Performance Test; Impulsiveness

This handbook examines the similarities and differences in continuous performance test (CPT) techniques and their research literature, with thorough reviews of the four major CPTs in use today and overviews of their applications. The chapters are: (1) "Neurobiology of Attention and Executive Control"; (2) "Continuous Performance Test Paradigms and What They Do"; (3) "Major CPTs in Clinical Use: Configuration, Use, and Technical Adequacy"; (4) "The Relationship of CPTs to Other Cognitive and Behavioral Measures"; (5) "Brain-Behavior Correlates of CPT problem prevention. Appendixes contain zero tolerance in the news, legal protection for students facing zero tolerance policies, disciplinary measures required under state laws and the availability of alternative education programs, and promising practices. (SM)

ED 454 315 UD 034 235

O'Grady, Barbara
Making a Difference in Ghana's Classrooms: Educators and Communities as Partners.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Inquiry; Inservice Teacher Education; Master Teachers; Parent Participation; Partnerships in Education; *School Community Programs; Teaching Methods
IDENTIFIERS- Community Empowerment; *Ghana

This report describes how partnerships between educators and the community are helping improve education in Ghana. Though the basic education program, Improving Learning through Partnerships (ILP), Ghana is strengthening its educational foundation by using master teachers to help improve basic skills instruction and by involving parents and other community members in the educational process. ILP acknowledges that learning achievement depends upon many players within and outside of the educational system. In introductory workshops, ILP staff help partners recognize their common goals. Participants (educators, local government officials, PTA and school management committee members, and traditional leaders) draft school improvement plans that are shared with the broader community for their contribution. This report discusses challenges to ILP efforts, describes effective schools, and examines elements that have impacted learning in Ghana, highlighting ILP's strengths and effective strategies. It looks at appreciative inquiry as a methodology and philosophy for effective teaching, examines the role and importance of visits from master teachers, and explains reinforcement and follow-uup activities used between visits from master teachers. Finally, the report discusses community empowerment, examining community-school improvement plans and changes in school infrastructure. (SM)

ED 454 316 UD 034 236

Alvarez, Carlos; Bliss, Linda A.; Vigil, Peter
Cuban Identity: A Preliminary Study.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cubans; *Cultural Awareness; *Ethnicity; Higher Education; *Hispanic Americans; Student Attitudes
IDENTIFIERS- *Cuba

dropout rates for individual schools, districts, counties, and the state of Arizona categorized by grade, gender, race/ethnicity, withdrawal type, school-year and summer dropouts, county, and district. The data include actual student enrollment and dropout counts as well as status unknown rates. According to information supplied by local school districts and charter schools, the total statewide student enrollment for academic year 1998-99 was 398,926 students in grades 7-12, including students in ungraded high school classes. Of those students, 35,637 dropped out of school by the end of the academic year, resulting in a statewide dropout rate of 8.9 percent. Of all the high school students reported as dropouts, 8.5 percent were white, 15.4 percent were African American, and 17.6 percent were Hispanic. (SM)

ED 454 335   UD 034 256

Osler, Audrey; Watling, Rob; Busher, Hugh; Cole, Ted; White, Andy
Reasons for Exclusion from School. Research Brief No. 244.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Disabilities; Elementary Secondary Education; *Expulsion; Foreign Countries; *Mainstreaming; Minority Group Children; *School Segregation; *Special Needs Students; Suspension; Teacher Attitudes
IDENTIFIERS- United Kingdom

This study examined the reasons behind exclusion from school, emphasizing the exclusion of students with special needs, ethnic minority children, and children looked after by local authorities. Data collection included interviews with local education authority (LEA) officers; interviews with teachers and administrators; and documents from the schools and LEAs. Overall, teachers appreciated recent Department for Education and Employment guidance but wanted more training and support in handling and minimizing exclusions. Teachers believed high levels of exclusion related to high levels of student mobility in some areas and to difficulties in accessing resources when excluded students were received from elsewhere. The quality of recordkeeping varied considerably between LEAs, influencing their ability to help schools address the needs of ethnic minority students. Interagency project to minimize exclusion were in their early stages. The needs of certain groups were overlooked in policies designed to minimize exclusion. Some principals increasingly used unofficial exclusions. Many principals reported using both fixed period and permanent exclusion in order to access support for special education. Secondary schools with low exclusion rates generally had alternative flexible curriculum arrangements for vulnerable students. Permanent exclusion was considered a failure on the part of inclusive schools. (SM)

ED 454 336   UD 034 257

Donaldson, Karen B. McLean
Shattering the Denial: Protocols for the Classroom and Beyond.
PUB DATE- 01
NOTE- 184p.; Foreword by Christine Sleeter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

teachers, and 8th grade standardized achievement scores are low. In the 1990s, many states were moving in the direction of offering and/or requiring middle grades licenses or endorsements. In 1999, 42 states offered middle level credentials, versus 33 in 1992. Of the 19 Philadelphia area colleges and universities, 3 have specialized teacher education programs aimed at the middle grades. Exemplary programs nationwide emphasize teachers' knowledge of one or two academic subject areas; young adolescents' developmental needs; instructional strategies to motivate students; and organizational practices that promote student learning and a collegial professional community among the staff. They also include intensive field experiences. (SM)

ED 454 355 UD 034 284

Useem, Elizabeth
New Teacher Staffing and Comprehensive Middle School Reform: Philadelphia's Experience.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Educational Change; Educational Improvement; Higher Education; Labor Turnover; *Middle School Teachers; Middle Schools; Preservice Teacher Education; Teacher Attitudes; Teacher Persistence; *Teacher Placement; Teacher Recruitment; Teaching Conditions; Urban Schools
IDENTIFIERS- *Philadelphia School District PA

This study examines the problem of teacher recruitment, preparation, and retention in the context of schoolwide reform in 7 of Philadelphia's 43 middle schools. The seven schools are implementing the Talent Development Middle School model of Johns Hopkins University's Center for Research on the Education of Students Placed at Risk, a promising national design for urban middle school improvement. Data from interviews with all 60 teachers new to the schools in 1999-2000 confirm the long-held perception in the city that teachers assigned to middle schools were disappointed in their placement and ill-prepared for such a placement. They were grateful for the training and mentoring that they received from the Talent Development programs, which significantly increased their commitment to staying in the school. However, concerns about the district's residency requirement, salary, discipline, supplies, and other factors were prompting large numbers of them to seek employment elsewhere. (Contains 23 references, 5 tables, and 6 charts.) (Author/SM)

ED 454 356 UD 034 286

Abbott, Martin L.; Joireman, Jeff
The Relationships among Achievement, Low Income, and Ethnicity across Six Groups of Washington State Students. Technical Report #1.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Middlesex Community College Software Technical Writing Program.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Innovation; *Job Skills; Program Evaluation; School Business Relationship; *Technical Writing; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Middlesex Community College MA

This document describes the Software Technical Writing Program at Middlesex Community College (Massachusetts). The program is a "hands-on" course designed to develop job-related skills in three major areas: technical writing, software, and professional skills. The program was originally designed in cooperation with the Massachusetts High Technology Council and funded by the State Department of Occupational Education to retrain adults to become systems software technical writers. This nationally recognized program, which has maintained a near 100% placement rate, has since become self-supporting. Industry and higher education forged a unique partnership in the development of this model program, which has provided training for people interested in gaining the skills necessary to research, write, edit and design the manuals and documentation that accompany technical products. Documentation managers from Data General, Digital Equipment Corporation, and Wang Laboratories designed the original curriculum to respond to the needs of industry. An Advisory Board of documentation managers works closely with the college faculty and staff to maintain a focus on the skills most valued in the industry today. Graduates of the program have the opportunity to be hired as technical writers, marketing specialists, or content developers. Applicants must have a bachelor's degree or equivalent and 3 years of work experience. (JA)

ED 453 874 JC 010 430

Oromaner, Mark
A Decade of Growth: HCCC's Presence among New Jersey Community Colleges, 1990-1999.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Institutional Characteristics; Peer Institutions; *School Size; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

This report focuses on changes in the enrollment of credit students at Hudson County Community College (HCCC) (New Jersey) during the period 1990-1999. The data permit two types of comparisons: HCCC over time and HCCC relative to the other 18 community colleges in New Jersey. Highlights include: (1) HCCC entered the decade as the 15th largest college and exited the decade as the 14th largest college in New Jersey; (2) an examination of all 19 colleges indicates that Essex was the only other institution to move up in rank during the 1990s; (3) during the 1990s, the community college sector experienced a slight decrease in total enrollment; in contrast, HCCC

IDENTIFIERS- *Northern Virginia Community College

This paper reports findings of a regional survey of North Virginia businesses. The Office of Institutional Research (OIR) at Northern Virginia Community College (NVCC) conducted the research in an effort to assess the educational and training needs of area businesses. Employers ranked employee desirable characteristics and skills on a scale of 0 for "not applicable" to 5 for "very important." Respondents rated 17 skills. The top five skills desired by employees are: (1) a solid work ethic; (2) communication abilities; (3) the ability to learn on the job; (4) motivation or initiative; and (5) the ability to work with others. Work experience, leadership abilities, and GPA or academic credentials ranked at the bottom of the list. Employers were also asked to name other characteristics that were not included in the survey. Among the "other" skills listed as very important were qualities such as: excellent customer service, positive attitude, professionalism, good writing skills, being a team player, and the ability to speak a second language. The authors of the study find that, in general, employers place greater emphasis on general skills than on specialized skills. NVCC can use the findings of the study to determine whether or not their students are learning the skills they need, and whether or not these skills can be taught in the community college classroom. NVCC also must examine what opportunities there are for helping students develop these skills in non-classroom settings as well. (NB)

ED 453 895 JC 010 462

Kaul, Gitanjali; Dargan-Steed, Ophelia; Narayanan, Devi; Haddock, Karen; Sprague, Jennifer
Current Student Survey, Anchorage Campus, Spring 1996.
PUB DATE- 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Educational Quality; Higher Education; *Role of Education; Student Educational Objectives; *Student Needs; *Student School Relationship; Student Surveys; Tables (Data)
IDENTIFIERS- *University of Alaska Anchorage

This paper presents the findings of the University of Alaska Anchorage's (UAA) 1996 survey of student needs. The objectives of the survey were to gain insight into the students' goals and motivations, and to measure students' needs and satisfaction as part of institutional accountability. The survey is intended to be used as a guide to improvement, planning and budgeting decisions, revitalization of campus services, creation of a profile for at-risk students, and communication with the larger community regarding UAA's status. This survey covers only the UAA Main Campus, and was conducted using a random sample of enrolled students. The report includes 40 tables and three distinct parts. Part 1 addresses students' higher education goals and perceptions about how the university can assist them in reaching those goals. Part 2 focuses on students' evaluation of preferences for UAA facilities and services. Part 3 strives to build a profile of UAA at-risk students. The Office of Institutional Research used the survey data in an effort to link information regarding students' reasons for enrolling at UAA with the practical application of academic planning at UAA. Currently, 50% of students enrolled at UAA are there to take courses for self-improvement. The proportion of degree-seeking therapist provided evidence of underdeveloped motor skills among the kindergartners, with weaknesses in tasks such as handwriting, cutting, tracing, balancing, catching, and hopping. Post-intervention data indicated an increase in motor skills development among the children, an improvement in their attitudes toward the targeted motor skills, and an increase in the ease with which targeted motor skills were accomplished. (Eleven appendices contain survey and checklist materials, photographs of motor activities, and assessment materials. Contains 23 references.) (EV)

ED 453 914 PS 029 465

Broaddus, Matthew; Guyer, Jocelyn; Ross, Donna Cohen
Selected States Have a New Opportunity to Use More of Their SCHIP Funds for Outreach: Roughly 23 States Now Have More Than $100 Million in Federal SCHIP Matching Funds Available To Help Boost Enrollment.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Child Health; Children; Federal Legislation; Financial Support; *Health Insurance; *Outreach Programs; *State Programs
IDENTIFIERS- *Childrens Health Insurance Program

States originally had until September 30, 2000 to spend their first year of funds under the State Children's Health Insurance Program (SCHIP) or else lose any unspent funds. Funds remaining unused after 3 years were to be reallocated to states that had spent their SCHIP funds before the deadline. Only 12 states met the deadline, with many states reporting that they needed more time to design/initiate programs and to conduct outreach. In response, Congress passed the Medicare, Medicaid, and SCHIP Benefits Improvement and Protection Act (BIPA) in December, 2000. Under this law, the 12 states that met the deadline received some reallocated funds, while the remaining 39 states were allowed to retain a share of their unspent funds. BIPA also created an option whereby the 39 states allowed to retain some of their unspent first-year SCHIP funds could spend up to 10 percent of these funds on outreach. After providing background on the SCHIP financing structure, this paper describes the modified reallocation process that Congress adopted in BIPA for unspent first-year SCHIP funds, the new 10 percent outreach option, and the accounting rules that may limit the ability of some states to take advantage of the option. The paper also contains state-by-state tables listing the states likely to be able to take advantage of the new outreach funding option, as well as rough estimates of the amount likely to be available for outreach in each of these states. The paper concludes by noting that for states with unspent SCHIP funds, BIPA extends their opportunity to use a share of these funds to provide health benefits to children. In addition, at least 23 states will be able to use federal SCHIP matching funds to strengthen and expand their outreach efforts. (KB)

ED 453 915 PS 029 466

Kraft, Kathy M.; Woodle, Robert M.
North Dakota Head Start-State Collaboration Project: Report for Years 1996-2000.

Child's Routine in a Head Start Program?" (4) "What Can Head Start Offer Your Family?" and (5) "Is There a Head Start Program Near You?" (EV)

ED 453 934 PS 029 506

How Do Children Spend Their Time? Children's Activities, School Achievement, and Well-Being. Research on Today's Issues, Issue No. 11.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Center for Population Research.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Children; Elementary Secondary Education; *Emotional Adjustment; Family Characteristics; Family Environment; *Family Influence; Family Life; Family School Relationship; *Individual Activities; Influences; Longitudinal Studies; Parent Child Relationship; Parent Influence; Parent Participation; Parent Student Relationship; Student School Relationship; *Time Management; Well Being
IDENTIFIERS- Parent Expectations

This briefing paper describes research findings on factors linked to children's school achievement and emotional adjustment. The findings are based on the Child Development Supplement of the Panel Study of Income Dynamics, a nationally representative, longitudinal study of children and families conducted at the University of Michigan and supported by the National Institute of Child Health and Human Development. The study found that parents who have high expectations for their children and spend time with them have children who achieve at higher levels than other children. The paper discusses: (1) the factors linked to achievement and adjustment (warm relationships, reading versus television, school involvement, school stability); (2) other family factors related to child well-being (parents' education levels, family size and structure, and health); and (3) changes in how children spend their time from 1981 to 1997, which indicate that children have less time to spend in free play. (EV)

ED 453 935 PS 029 515

Grellet, Carolina
El juego entre el nacimiento y los 7 anos: Un manual para ludotecarias. Investigacion-accion sobre la Familia y la Primera Infancia. UNESCO Sector de Educacion Monografia No. 14. (Play between Birth and 7 Years: A Manual for Preschool Teachers. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph No. 14.).
PUB DATE- 00
NOTE- 28p.; UNESCO Department of Education, Monograph No. 14.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Childrens Games; Developmental Stages; Early Childhood Education; *Language Acquisition; Numeracy; Object Manipulation; *Perceptual Motor Learning; *Play; *Pretend Play; Social Development; Toys;

recommended four strategies for policymakers and organizational leaders in fostering interagency collaboration: (1) consider the culture; (2) create a climate for collaboration; (3) involve a broad constituency; and (4) support collaborative efforts. The report's four appendices describe the study methodology, contain a checklist summarizing the factors found to facilitate long-term collaborative relationships, present a sample survey, and summarize information on the impact of budget cuts for local agencies. (Contains 34 references.) (KB)

ED 453 952 PS 029 535

Chapter 188 Early Childhood Standards for Programs for Three- and Four-Year Olds Self-Assessment Instrument.
PUB DATE- 88
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Measures (Individuals); *Preschool Education; *Preschool Evaluation; Program Evaluation; Self Evaluation (Groups); *Standards; State Programs; *State Standards
IDENTIFIERS- Massachusetts

This document presents a self-assessment instrument for early childhood programs serving 3- and 4-year-olds in Massachusetts. The self-assessment is intended to provide guidance to program personnel, local early childhood advisory council members, and parents as they evaluate their programs and identify areas for improvement. The instrument also serves as a tool for the State Department of Education early education staff in their meetings with local educational agencies to discuss program implementation and to identify areas in need of assistance. Program standards are provided in 11 areas: (1) curriculum; (2) physical environment; (3) interactions; (4) family involvement; (5) staff qualifications and staff development; (6) staffing; (7) health and safety; (8) nutrition and food service; (9) transportation; (10) administration; and (11) evaluation. The self-assessment begins with instructions for its use. Each program standards area is then presented in turn, with the goal for each program standard area identified. For each of the standards, the sources of information are delineated, and space is included for the rating and for comments. Two appendices list recommended equipment and materials for early childhood education programs and delineate requirements for program health care policies and individual children's health records. (KB)

ED 453 953 PS 029 536

Early Childhood Standards for Programs for Three- and Four-Year Olds.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Preschool Education; Preschool Evaluation; Program Evaluation; State Programs; *State Standards
IDENTIFIERS- Massachusetts

The Massachusetts Board of Education is required to establish standards for prekindergarten programs serving 3- and 4-year-olds in whole- or half-day programs. This document presents the standards to be used by programs receiving Chapter 188 Early Childhood funds. The program standards are intended to guide

Clark, Cheryl; Pai-Samant, Shefali; Connell, David; Vaden-Kiernan, Michael; O'Brien, Robert; D'Elio, Mary Ann
Head Start FACES: Longitudinal Findings on Program Performance. Third Progress Report.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Cognitive Development; *Early Intervention; Educational Practices; Emotional Development; Family (Sociological Unit); Longitudinal Studies; *Outcomes of Education; Physical Development; *Preschool Children; *Preschool Education; Preschool Teachers; *Program Effectiveness; Program Evaluation; Social Development; Teacher Attitudes; Well Being
IDENTIFIERS- Head Start Family and Child Experiences Survey; Head Start Program Performance Standards; *Project Head Start

The Head Start Family and Child Experiences Survey (FACES) is an ongoing, national, longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being, and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics and opinions of Head Start teachers and other staff. The FACES study involves a nationally stratified random sample of 3,200 children and families in 40 Head Start programs, who were studied at program entry in Fall 1997, assessed at the completion of 1 or 2 years in Head Start, and followed up in kindergarten and first grade. This report is the third to detail findings of the study in progress. Findings are presented in four areas related to program performance objectives: (1) enhancement of children's development and school readiness; (2) strengthening of families as their children's primary nurturers; (3) provision of high quality educational, health, and nutritional services; and (4) relation of classroom quality to child outcomes. Findings indicate that children completing Head Start showed significant gains in vocabulary and writing skills relative to national norms established for children of all income levels. Although children who initially scored in the bottom quartile in vocabulary, writing, and math skills had higher gains than other children, they still scored substantially below national norms at the end of Head Start. Parents cited Head Start as an important source of support in rearing their children. Quality in classrooms continues to be good across three points of measurement. Most teachers had good teaching qualifications. Quality of classrooms has been linked with child outcomes. Appended is information on data collection instruments, including child assessment, parent interviews, classroom observation, and staff questionnaires, and instruments used in the validation sub-study. (Contains 45 references.) (Author/KB)

ED 453 970 PS 029 559

Stoney, Louise; Stanton, Nina
Child Care and Development Fund: Report of State Plans for the Period 10/01/99 to 9/30/01.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 01
NOTE- 235p.
LANGUAGE- English

rural academics included the ability to teach across a wider range of subject areas and to be more flexible in course delivery methods; a workload that was stressful despite smaller classes; a closer relationship with the surrounding community; a better community atmosphere on campus; some limitations on research because of smaller academic staff groups; more cross-discipline links and location-influenced opportunities for research; a perception that the rural lifestyle was more relaxed and safer; and some deprivation from lack of things associated with a metropolitan lifestyle. Academics with no experience at a rural campus focused on perceived negative aspects of rural academics. Advantages and disadvantages are discussed in the areas of research and publishing, professional development and study leave opportunities, promotion prospects, and workload. Contributions of rural academics include educational access for rural residents, identification of rural needs and issues, and the provision of role models. Most metropolitan interviewees had no wish to move to a rural campus, but many of those with rural experience saw it as a potential lifelong career. (TD)

ED 453 988 RC 023 000

Anzar, Uzma
Education Reforms in Balochistan, 1990-1998: A Case Study in Improving Management and Gender Equity in Primary Education.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Administrative Change; Change Strategies; *Community Involvement; Curriculum Development; Educational Administration; Educational Change; *Educational Development; Elementary Education; Foreign Countries; Parent Participation; Partnerships in Education; *Rural Schools; Single Sex Schools; *Teacher Education; Women Administrators; *Womens Education
IDENTIFIERS- *Pakistan

Between 1990 and 1998, Balochistan, a poor, rural, and underdeveloped province in Pakistan, undertook a major restructuring of its public education system aimed at increasing girls' access to schooling. Strategies included establishing more girls' schools, appointing local female teachers, providing special inservice training for female teachers, and increasing the number of female administrators at both the senior policy and local management levels. By 1998 there was a 159 percent increase in girls' enrollment in primary classes and a 241 percent increase in girls' primary schools. An important element in the success of this effort was the productive partnership between Balochistan's education department, nongovernmental organizations, and international donors. Strong political will was required to improve primary education, especially for girls. Political leaders used the conditionalities of international donors as leverage to push through difficult reforms. In addition, involvement of parents at every stage of local initiatives strengthened government and community partnerships. This report begins with a brief review of education conditions prior to 1990 and in the early years of the reform program, then looks at three major reform objectives: restructuring management, improving educational quality, and involving communities in expanding primary education for girls. In each area, challenges to achieving the objective and reform strategies to overcome these challenges ethnic self-identification in three generations of a bilingual family of Mexican origin in San Antonio (Texas). Family members were speakers of Texas Spanish and English. Two questionnaires and follow-up discussions examined fluency in Spanish and English; language preferences; formal language education; ethnic identity; ethnic self-identification; and probable language choice in a series of hypothetical situations. Respondents varied in their assessments of the role Texas Spanish plays in their ethnic self-identification, and they were not likely or even linguistically able to exploit the role of Spanish to validate their ethnic identity. Other factors to consider include linguistic insecurity; racial discrimination based on linguistic and cultural markers in addition to physical characteristics; and a diffuseness of ethnic identity. The Quebecois in Canada and the Catalans in Spain have effected socioeconomic and political change by making the ethnic language the very symbol of ethnic identity and pursuing change through language planning and policy. In the face of recent trends in legislation and the "English-only" movement, Mexican Americans in Texas may want to find ways to "reattach" the linguistic component of their ethnicity and thereby focus their identity sufficiently to exploit the socioeconomic and political advantages other minority groups have achieved elsewhere. (TD)

ED 454 006 RC 023 027

Poelzer, Harold; Zeng, Liang; Simonsson, Marie
Hispanic Preservice Teachers: Variables That Predict Success on Teacher Certification Exams.
PUB DATE- 00
NOTE- 20p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Stakes Tests; Higher Education; *Hispanic American Students; Predictor Variables; *Preservice Teacher Education; Professional Development; Secondary Education; Secondary School Teachers; *Teacher Certification; Teacher Competencies
IDENTIFIERS- Texas (South); University of Texas Pan American

In the early 1990s, Texas teacher certification requirements were changed to include a passing grade on each of a series of comprehensive examinations of subject and professional knowledge. This study identified variables that predict success on the secondary professional development component of these tests--the Examination for Certification of Educators in Texas (ExCET). Data on a representative sample of 71 secondary preservice teachers at the University of Texas Pan American, where the student population is approximately 87 percent Hispanic, included practice ExCET scores; ExCET scores; Texas Academic Skills Program (TASP) scores in reading, math, and writing; ACT scores; overall GPA; and GPA in 18 credit hours of professional development education courses. Success on the ExCET exam for the professional development area was predicted reasonably well with a linear regression equation that included TASP reading scores, practice ExCET test scores, and ACT scores. Findings also suggest that raising the criteria for selection of preservice teachers in each of the three variables would result in higher proportions of students passing the students, aged 10-18, before and 30 days after the experience. This was a first-time experience for 75 percent of subjects, while the remainder had participated in the adventure program an average of 2.4 times. Thirty days after the experience, LEQ-H scores showed improvement overall and for three subscales: time management, emotional control, and task leadership. Students with prior participation in the experience had higher baseline scores, overall and for all subscales, than did first-time participants. (Contains 14 references.) (SV)

ED 454 024   RC 023 080

Bunting, Camille J.
Outdoor Adventure and Health: Supporting Empirical Data.
PUB DATE- 00
NOTE- 11p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Mental Health; Physical Health; *Psychological Patterns; *Psychophysiology; *Self Efficacy; Success; Theories; *Wellness
IDENTIFIERS- Mind Body Problem

Outdoor adventure education programs may offer opportunities for improving overall wellness beyond the realm of physical fitness. A hypothetical framework is presented as follows: (1) outdoor adventure experiences provide individuals with opportunities to be truly challenged; (2) success in challenging situations builds self-efficacy and self-esteem and provides experiences of joy; (3) self-efficacy contributes significantly to psychological well-being and mood, and thereby to health; (4) therefore, because outdoor adventure experiences are especially well suited to enhance positive affect, they make valuable contributions to an individual's health. Evidence in support of this theoretical framework includes psychosocial theories of optimal arousal, self-efficacy, and competence-effectance; information on strengthening the immune system; and physiological and affective data collected during outdoor challenge courses and 9-day adventure trips. These physiological data cover heart rates, plasma catecholamines, urinary catecholamine, and stress-related plasma epinephrine. Affect data include self-reports of anxiety, happiness, and positive affect. (Contains 23 references.) (SV)

ED 454 025   RC 023 081

Moraes, Ricardo
The Use of Adventure Programming in Traditional Substance Abuse Treatment Programs: An Exploratory Investigation.
PUB DATE- 00
NOTE- 10p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Drug Rehabilitation; Individual Development; Intervention; Motivation; *Rehabilitation Programs; *Substance Abuse; Therapeutic

Hardy, Ilonca
The Relationship between the Use of Representations and Instructional Discourse in Mathematics Tasks.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Discourse Modes; Foreign Countries; Grade 8; Junior High Schools; *Mathematics Instruction
IDENTIFIERS- *Representations (Mathematics)

The optimal use of representations in furthering mathematical discourse of high quality may depend on the function a representation fulfills during task completion. Tasks may be differentiated into Low Structure Representation (LSR) tasks (open task statement with emergent use of representations), and High Structure Representation (HSR) tasks (explicit use of representations in the task statement). This study identifies differences in the instructional discourse associated with HSR and LSR tasks. Since HSR tasks unnecessarily constrain problem solving, it is hypothesized that instructional discourse will incorporate less negotiation of mathematical meanings than discourse associated with LSR tasks. This study uses a subsample of 60 lessons from the TIMSS-Video study, which was part of the Third International Mathematics and Science Study (TIMSS). It suggests that the two indices for quality of instructional discourse--structure of discourse with regard to the extent of interconnectedness, and content of discourse with regard to its treatment of mathematical procedures and explanation--do not occur independently of each other. Appended are high and Low Structure Representation Tasks. (Contains 21 references and 1 table.) (ASK)

ED 454 047 SE 064 901

Haefner, Leigh Boardman; Zembal-Saul, Carla
Engaging in Science as Inquiry: Prospective Elementary Teachers' Learning in the Context of an Innovative Life Science Course.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Elementary Education; Higher Education; *Inquiry; Preservice Teacher Education; *Preservice Teachers; Science Curriculum; Science Instruction

This study was undertaken to examine prospective elementary teachers' learning about science inquiry within the context of an innovative life science course developed specifically to meet the unique needs of elementary education majors. As part of the course, prospective teachers not only engaged in an extended science investigation, but also participated in a project designed to support elementary school children in experiencing inquiry-based science. The literature indicates that such experiences can have a powerful influence on teachers' developing understanding of science learning and

and Attitude toward Science among Ninth Grade Students across Gender Differences.
PUB DATE- 01
NOTE- 21p.; Pape contains smeared type which may not photograph adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Equal Education; Females; Grade 9; Hands on Science; High Schools; Physical Sciences; Science Education; Science Instruction; *Science Laboratories; *Sex Differences; *Student Attitudes

This study investigated the use of a hands-on laboratory program as a means of improving attitude toward science and increasing achievement levels in science knowledge among students in a ninth grade physical science course. Using a posttest-only control group design, a curriculum referenced objective final examination was used to measure student achievement in science knowledge, and a post-test Q sort survey was used to measure attitude toward science. A t test compared the treatment and control groups' differences in achievement and in attitude toward science. ANCOVA was used to determine the effect of the laboratory treatment on the dependent achievement variable with attitude toward science as the co-variable. The findings showed that: (a) students who had regular laboratory instruction scored significantly higher (p .05) on the objective examination of achievement in science knowledge than students who had no laboratory experiences; (b) female students who had regular laboratory instruction scored significantly higher (p .05) on the objective examination of achievement in science knowledge than female students who had no laboratory experiences; (c) female and male students within the treatment group did not differ significantly on the objective examination of achievement in science knowledge. This study recommends that science instruction include a regular laboratory experience as a demonstrated viable and effective instructional method for science teachers. This model of science instruction has been shown to be effective with all students of diverse backgrounds, especially females, who live within large, urban centers. (Contains 30 references.) (Author/YDS)

ED 454 071 SE 064 937

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Annual Report, Year 8.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum; Data; Educational Change; *Engineering Education; *Evaluation; Higher Education; *Marketing; Mentors; Problem Solving; Professional Development; Technology

This document presents the Year 8 Annual Report of the Southeastern University and College Coalition for Engineering Education (SUCCEED). Contents include: (1) Executive Summary; (2) Response to Recommendations of Prior Review Teams; (3) Major Accomplishments; (4) Faculty Development; (5) Outcomes Assessment; (6) Student Transitions; (7) Technology-Based Curriculum Delivery; (8) Dissemination; (9) Assessment; (10)

(3) "Hidden Creatures"; (4) "Leaves Are Falling Down"; (5) "Autumn Art"; (6) "Leaf Skeletons"; (7) "Creative Hideaways"; (8) "Beautiful Bulbs"; (9) "Windy Windy Is the Weather"; (10) "Flowerpots"; (11) "Sowing Seed"; and (12) "Growing Sweet Peas". The winter section includes: (1) "Rainy Day Blues"; (2) "Bringing in Birds"; (3) "Balls, Bubbles, and Balloons"; (4) "Roots and Shoots"; (5) "Hairy Harry"; (6) "Beautiful Bark"; (7) "Seed Pod Sculpture"; (8) "Plant a Tree--Save the Earth"; (9) "A Worm Farm"; and (10) "Useful Box". The book also includes a parent guide with information on handy tips and safety concerns and a glossary. (YDS)

ED 454 093 SE 065 072

Hill, Susan T.
Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1990-98. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Engineering; *Engineering Education; *Ethnicity; Higher Education; Race; *Science Education; Sciences; Tables (Data)
IDENTIFIERS- National Science Foundation

This document presents detailed statistical data on science and engineering degrees by race/ethnicity of recipients between 1990 and 1998. The data is based on two surveys: Bachelor's and Master's degree data were collected by the National Center for Education Statistics (NCES), and data on doctorates were collected by the Survey of Earned Doctorates which is sponsored by the National Science Foundation (NSF). The report includes three sections: (1) Technical Notes; (2) Detailed Statistical Tables; and (3) Classification of Programs. (YDS)

ED 454 094 SE 065 073

Vogt, Gregory L.
Space-Based Astronomy: An Educator Guide with Activities for Science, Mathematics, and Technology Education.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; *Hands on Science; Mathematics Education; Satellites (Aerospace); *Science Activities; Science Curriculum; Science Education; *Space Sciences; Technology Education
IDENTIFIERS- Earth; National Aeronautics and Space Administration

This educator's guide features activities for science, mathematics, and technology education. The activities in this curriculum guide were developed based on the hands-on approach. The guide starts with introductory information and is followed by five units: (1) "The Atmospheric Filter"; (2) "The Electromagnetic Spectrum"; (3) "Collecting Electromagnetic Radiation"; (4) "Down to Earth"; and (5) "Space-Based Astronomy on the Internet". A glossary, NASA educational resources for educators, and a list of suggested readings are also included. (YDS)

ED 454 095 SE 065 074

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Adolescent Behavior; *Anti Semitism; *Critical Viewing; *Curriculum Enrichment; Daily Living Skills; *Educational Television; Ethnic Discrimination; *Jews; Judaism; Language Arts; Mathematics; Secondary Education; Social Studies; *Television Viewing; World War II
IDENTIFIERS- Curriculum Standards; *Holocaust; Media Literacy

"The Writing on the Wall," the television program featured in this videotape and teaching guide, focuses on three suburban teenagers who deface with anti-Semitic graffiti, the property of a rabbi, a holocaust survivor, and the Jewish community center and synagogue. The teenagers, tried and convicted, are spared a harsh sentence when the rabbi intervenes. Their sentence includes probation, community service, and 25 hours of instruction in Judaism with the rabbi. The rabbi's teachings incorporate real life experiences, and each of the teenagers must research the life of a teenager during the Holocaust. The guide provides teachers with step-by-step strategies for using the television program, and it provides questions for pre-viewing, viewing, and post-viewing discussion, as well as activities that engage behavioral studies, life skills, history, geography, language arts, media literacy, art, and mathematics. (Contains a resource list of 7 books and 10 Web sites.) (BT)

ED 454 114 SO 032 783

Crosstown: A Fox Family Channel Afternoon Special for Cable in the Classroom and Videotape. A Guide for Educators.
PUB DATE- 00
NOTE- Op.; Rhonda Lucas Donald produced the educators' guide for KIDSNET. For other videotapes and guides, see SO 032 781-784.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Critical Viewing; *Curriculum Enrichment; *Daily Living Skills; *Educational Television; *Individual Development; Intermediate Grades; Language Arts; Life Events; Mathematics; Secondary Education; Social Studies; *Television Viewing
IDENTIFIERS- Curriculum Standards; Media Literacy

"Crosstown," the television program featured in this videotape and teaching guide, depicts a teenager who is forced, due to her father's lack of child support payments, to leave her comfortable home four years after her parents' divorce and to move across town to an apartment in an inner city neighborhood. The teenager decides not to be a victim of circumstance. She makes new friends and deals with her family members' changing relationships with each other. The guide provides teachers with step-by-step strategies for using the television program, and it provides questions for pre-viewing, viewing, and post-viewing discussion, as well as activities that engage U.S. history and social studies, English and language arts, mathematics, media literacy, and life skills. (Contains a resource list of 5 books, a video, 9 organizations many with Web sites , and 7 Web resources.) (BT)

ED 454 115 SO 032 784

ED 454 134 SO 032 841

Banks, Dennis N.
What Is the State of Human Rights Education in K-12 Schools in the United States in 2000? A Preliminary Look at the National Survey of Human Rights Education.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Curriculum Development; Educational Research; Elementary Secondary Education; Mail Surveys; National Surveys; Social Studies; *Student Needs
IDENTIFIERS- *Peace Education; State Policy

Simply put, human rights education is learning that develops the knowledge, skills, and values of human rights. Growing consensus around the world recognizes education for and about human rights as essential. It can contribute to the building of free, just, and peaceful societies. Human rights education also is increasingly recognized as an effective strategy to prevent human rights abuses. Starting in April 2000, surveys, which were developed through consultation with human rights educators across the nation, were mailed to a select sample of 120 knowledgeable persons in state education, asking them to respond to questions about the level of inclusion of human rights topics within their state policies. This initial analysis of data is based on surveys returned from all 50 states. The first survey question asked whether the respondent's state had statewide mandates, standards, guidelines, or proficiencies for human rights education. The only data reviewed here are from those states responding in the affirmative (40% of the states) If the belief is that there is a role for human rights and/or peace education within the K-12 school curriculum, then it is both useful and relevant to understand to what extent the states are already complying. Through this initial survey, findings suggest that while progress has been made, there is still a long road ahead. Issues arise as to conflicting definitions and vocabulary, enforcement, and assessment. And no mandate can assure student learning without the active involvement of the classroom teacher. That is the next and most important level of this study. (Contains 26 references. Appended are state responses.) (BT)

ED 454 135 SO 032 844

Haas, Mary E.; Laughlin, Margaret A.
Teaching the 2000 Election: A K-12 Survey.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Controversial Issues (Course Content); Course Content; Current Events; Educational Research; *Elections; Elementary Secondary Education; Instructional

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Foreign Countries; *National Standards; *Teacher Competencies; Teaching Skills
IDENTIFIERS- *Australia; Canada; Professionalism; *Professionalization of Teaching

This discussion paper provides a rationale for the development of professional teaching standards in Australia. It is the result of a 2000 national forum on professional teaching standards held in Melbourne, Australia, which included 150 educators who explored contemporary issues associated with such standards and constructed a framework for collaborative and strategic action. The paper is designed to stimulate discussion about the need to identify and deploy standards of professional practice for accomplished school teachers. Nine sections examine: (1) "Purpose of This Discussion Paper"; (2) "The Broader Professional Teaching Standards Agendas"; (3) "Some Threshold Questions and Issues"; (4) "What Constitutes a 'Profession' and What Does it Mean To Be a 'Professional'?"; (5) "Why Does the Teaching Profession Need Standards of Accomplished Professional Practice?"; (6) "Who Would Benefit From the Identification and Use of Standards of Accomplished Professional Practice?"; (7) "How Have Some Other Countries Addressed the Issue of Professional Teaching Standards?" (8) "Upon What Premises and Principles Ought the Identification and Use of Standards of Professional Practice for Accomplished Teaching in Australian Classrooms Be Based?"; and (9) "What Should the Accomplished Australian Classroom Teacher Know, Understand, Do, and Value?" (Contains 33 references.) (SM)

ED 454 155 SP 040 020

Lenaerts, Robert; Wyns, Chris
De Kracht Van Je Stem: An Educational Project on the Flemish and Their Authorities.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Democracy; *Democratic Values; Educational Environment; Elementary Secondary Education; Foreign Countries; School Responsibility; Student Attitudes; Student Participation; Thinking Skills; *Values Education
IDENTIFIERS- *Belgium

In 1996, the Flemish Education Council was commissioned to create an educational project on the Flemish and their authorities, since authorities believed that education could play a major role in people's understanding of federal logic and the working of institutions. The Council developed a package on the Flemish and their authorities which was intended to educate students to be self-reliant and outspoken; encourage student participation in and responsibility for social events; and create open, analytical minds with the ability to clarify values. This paper describes political and democratic education, explaining that citizenship education is increasingly present in European curricula. It notes how students must be taught democratic values and critical thinking skills and must learn to express

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; Higher Education; Interdisciplinary Approach; *Medical Education; Medical Students; *Preservice Teacher Education
IDENTIFIERS- *Professionalism; United Kingdom

England's King Alfred's College offers a MA(Ed) professional enquiry for teachers. In 1997, four medical doctors expressed interest in developing educational perspectives. Critical examination of the MA(Ed) indicated close parallels with the work of medical educators. The congruity was in an educational philosophy: people's internal values and experiences of education are central to how they perceive their own actions and those of others, and that by exposing these, educators can develop new perspectives on their practice. This study explored how some medical educators came to appreciate: how their personal theories of education relate to their practice of education in their own professional setting; and how they could critically examine the degree and manner in which their personal theories of education and commensurate practice had changed since their participation in the reconstructed MA(Ed). The five participants appeared to have gained from studying the MA. They believed that it helped them validate their "gut feelings" on what was good and bad about their earlier educational experiences. They valued exposure to a greater understanding of what it meant to be a professional, the nature of professional knowledge, and how professional practice actually changes through discussion with colleagues. (Contains 40 references.) (SM)

ED 454 175 SP 040 047

Tirri, Kirsi
What Can We Learn from Teachers' Moral Mistakes?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Conflict Resolution; Discipline; Elementary Secondary Education; *Moral Values; Punishment; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Moral Behavior; *Teacher Errors

This paper discusses teachers' moral mistakes, using data from 59 teacher interviews, 26 teacher written responses, and 98 ninth grade student written responses. Teachers and students described incidents in their schools that made them reflect on the moral nature of the situation. The most common moral dilemmas in schools related to teacher behavior, particularly misuse of authority. Usually, these conflicts centered on punishing or grading students and sensitive matters students had shared in confidence with teachers. Students also identified teacher behaviors that reflected neglectful and biased attitudes toward students. Both groups believed that schools used teachers' autonomous decision making to solve

Patton, James E.; Snell, Jennifer; Knight, Willis J.; Gerken, Kathryn
A Survey Study of Elementary Classroom Seating Designs.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; *Classroom Design; Elementary Education; Space Utilization; Teacher Attitudes
IDENTIFIERS- *Seating Assignments

This paper presents the results of a two-part study that investigated classroom seating design preferences among elementary classroom teachers. In part one, the researchers mapped and classified seating arrangements that were in actual use across 294 regular classrooms (grades K-5) in 21 public elementary schools. Subsequently, the researchers asked 138 elementary regular classroom teachers (grades K-5) to describe, in a survey, the occasions and their rationales for the seating designs they typically employed. In contrast to outcomes from research conducted a decade ago, and irrespective of grade level and school socioeconomic status, results showed that small group cluster designs were now used pervasively (i.e., in 76 percent of observed classrooms, and by 94 percent of surveyed respondents), apparently because many contemporary teachers believe that this type of seating arrangement contributes directly to students' educational growth through the effects of socially facilitated learning. The study did not specifically address the validity of this belief, but it did yield a number of relevant, testable propositions. (Author/SM)

ED 454 195 SP 040 069

Focusing Resources on Effective School Health: A FRESH Start to Enhancing the Quality and Equity of Education. World Education Forum 2000. Final Report = Accorder la priorite a un programme efficace de sante scolaire: Une maniere FRAICHE (FRESH) d'aneliorer la qualite et d'accroitre l'equite dans le domaine de l'education. Forum mondial 2000 sur l'education. Rapport final = Recursos efectivos en salud escolar: Un enfogue NUEVO para mejorar la calidad y la equidad educativa. Foro Mundial par la educacion 2000. Informe final.
PUB DATE- 00
NOTE- 27p.; Cover page varies.
LANGUAGE- English; Spanish; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- h Lachance Whitcomb); "Shifting Gears: An Urban Teacher Rethinks Her Practice" (Vida Schaffel); "Piecing Our Past th
DESCRIPTORS- Child Development; *Child Health; *Comprehensive School Health Education; Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; *Health Promotion; Partnerships in Education; School Community Relationship; *School Health Services

This booklet, written in English, Spanish, and French, describes the foundation and reasoning behind the partnership to Focus on Resources on Effective School Health (FRESH), making the case that an effective school health program: responds to the greater number of school-age children and the greater proportion of those children attending school; increases the efficacy of other investments in child development; ensures better educational outcomes; achieves greater social equity;

two Australian states (Tasmania and Western Australia). There are three versions of the QTI: the student version, the teacher actual version, and the teacher ideal version. Students completed the student version, and teachers completed both the teacher actual and the teacher ideal. Previous statistical analysis confirmed the reliability and validity of the QTI for secondary school science students. Two multilevel models were proposed; one in which the teacher ideal interaction influences the teacher actual interaction, and the other in which the teacher actual affects the student actual and vice versa. Using structural equation modeling techniques, both models were found to be reasonable fits to the data. The results confirm that teachers' actual perceptions of their interactions with students affect the students' perceptions, which in turn affect teachers' perceptions. (Contains 26 references, 5 tables, and 2 figures.) (SM)

ED 454 215 SP 040 094

Contextual Teaching and Learning Teacher Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 99
NOTE- 17p.; Published by Partnerships UNITE to Model Contextual Teaching and Learning, The Ohio State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College School Cooperation; *Context Effect; Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Partnerships in Education; *Preservice Teacher Education; *Relevance (Education); State Standards; Student Teacher Evaluation; Teacher Competencies; Teaching Methods; Teaching Skills; Urban Schools
IDENTIFIERS- Colorado State University; *Contextual Learning; George Washington University DC; Kentucky Education Reform Act 1990; University of Louisville KY; University of New Mexico; Western Oregon University

This report documents best practices in teacher education at five universities (George Washington University, Western Oregon University, the University of Louisville, Colorado State University, and the University of New Mexico). The universities were part of a project to identify and document how contextual teaching and learning can improve student achievement. Contextual teaching and learning involves teachers relating subject matter content to real world situations and helping students make connections between knowledge and its applications to their lives. The report contains five articles on best practices: "An Extraordinary Partnership Benefits Both Students and Teachers in Urban Areas" (George Washington University); "New State Standards Lead to Dramatic Changes in WOU's Teacher Education Program" (Western Oregon University); "Kentucky Education Reform Act Drives Educational Change" (University of Louisville); "Innovative Teacher Education Programs are a Success at CSU" (Colorado State University); and "A Long-Standing Partnership Benefits Pre-Service and In-Service Teachers" (University of New Mexico). A final article is entitled "The Office of Vocational and Adult Education and the National School-to-Work Office Fund Seven New Projects." (SM)

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Instructional Materials; *Social Studies; *Staff Development; *Teachers; Technological Advancement

This paper describes a cyclical staff development program designed to help teachers, specifically social studies teachers, gain expertise with technology and learn how it can be infused into their classrooms. The cyclical staff development program has three complementary components: (1) skill development; (2)focus on instruction; and (3) material development/individual consultation time. The cycle may be navigated during a single workshop, a month long series of sessions outside school hours, and in several workshops over the school year. The skill development sessions may be divided into introductory, intermediate, and expert-level sessions as needed. The focus on instruction sessions helps teachers begin to design and organize instruction that promotes engaged learning and fosters critical thinking while using technology as support. The third component gives teachers time to develop instructional materials while experts are available for individual consultation. (SLD)

ED 454 236 TM 032 834

Chin, Christine
Student-Generated Questions: What They Tell Us about Students' Thinking.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interviews; *Junior High School Students; Junior High Schools; Problem Solving; Questioning Techniques; *Science Instruction; *Thinking Skills
IDENTIFIERS- Knowledge Acquisition; *Questions

The purposes of this study were to: (1) identify the types of questions that students ask during science learning; (2) explicate the role of students' questions in the knowledge construction process; (3) investigate the relationship between students' questions and approaches to learning; and (4) discuss some emergent issues related to student questioning. Six eighth grade students were observed during class activities and interviewed before and after instruction about related science concepts. Students' questions included basic information questions that were typical of a surface learning approach, and wonderment questions that were indicative of a deep approach. Unlike wonderment questions that stimulated students to hypothesize, predict, thought-experiment, and generate explanations, basic information questions generated little productive discussion. Problem-solving activities elicited more and a wider range of wonderment questions than teacher-directed factors. These are: (1) percent of variance explained; (2) the correlation coefficient; (3) the binomial effect size display; (4) the standardized mean difference effect size; and (5) percentile gain. The first section of the paper includes the introduction and chapters 2 and 3, which review the literature on previous attempts to identify the variables impacting student achievement. The second section, chapters 4, 5, and 6, presents a discussion of the research on school level variables. The final section, chapter 7, considers the implications of the findings for school reform. Findings indicate that schools can influence student achievement profoundly. The conclusions suggest that student achievement can be affected strongly if schools provide teachers with well-articulated curricula. They should optimize their use of instructional time, establish achievement goals for students and monitor those goals, and they must communicate a clear message that high academic achievement is the primary goal of the school. It is important to involve parents, maintain an orderly and cooperative environment, and involve staff in all key decisions. (Contains 38 tables and 152 references.) (SLD)

ED 454 256   TM 032 859

Miyasaka, Jeanne R.
A Framework for Evaluating the Validity of Test Preparation Practices.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; Curriculum; *Ethics; Models; Norm Referenced Tests; Student Motivation; *Test Coaching; Test Construction; *Validity

This paper discusses the validity of test preparation practices in the context of large-scale norm-referenced and criterion-referenced tests. It presents a framework for conceptualizing the various aspects of test preparation that includes the basic premises underlying the validity of the practices. Five areas of test preparation are outlined: (1) curriculum and test content; (2) assessment approaches and test formats; (3) test-taking strategies; (4) timing of test preparation; and (5) student motivation. Guidelines and specific test preparation practices related to each of the areas are presented with comments about their appropriateness and ethnical nature. Political factors influencing the test preparation beliefs and practices of educators are described briefly, and some conclusions are suggested. A second purpose of this paper is to expand the relationship between validity-based judgments about appropriate test preparation practices and their implications to the areas of curriculum and classroom instruction. If educators can understand test preparation practices from an instructional perspective, they can more easily integrate appropriate test preparation practices into their regular classroom instruction and focus on student learning rather than raising test scores. The difference between teaching to the curriculum content objectives and teaching to the test depends on the scope of the content domain taught, the focus of instruction, and the content focus of the test forms. (Contains students in the higher grades were more likely to make internal changes. Results indicate that improvement of essays is a function of the total number of changes at each revision level, radical and internal changes, the total change score, and using a prewriting strategy to plan the first draft. Three appendixes contain the scoring rubric and the writing prompts for the assessment. (Contains 27 tables and 17 references.) (SLD)

ED 454 277 TM 032 886

Atkins-Burnett, Sally; Rowan, Brian; Correnti, Richard
The Use of Group versus Individual Settings for Assessing Student Achievement in Kindergarten and First Grade.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Elementary School Students; *Group Membership; *Kindergarten Children; Primary Education; *Student Evaluation; Test Results
IDENTIFIERS- *Individualized Evaluation

This paper reports on an experiment examining the consequences of assessing kindergarten and first-grade students' academic achievement in group versus individualized assessment settings. Students (n=442) blocked by classroom and grade level were randomly assigned to one of two assessment modes: a small group setting with 8 other students from their classroom versus an individualized setting. Students in both settings were administered the grade-appropriate form of the CTB McGraw Hill Terra Nova Tests of Achievement, Form A. Assessment results were scored by the publisher. Results show that in both kindergarten and first grade, group assessment settings were more likely than individualized settings to be characterized by behavior that assessors coded as disruptive or distracting for students, and that students at both grade levels who were assessed in the group setting omitted more test items and made more multiple marks on items than did students assessed in the individual setting. The study also found that kindergarten students assessed in the group setting had lower reading, language, and mathematics scale scores as estimated by the publisher's three parameter item response theory, and that these scale scores had higher standard errors of measurement than kindergarten students assessed in the group setting. However, there were no differences in measured achievement or standard errors of measurement across assessment modes among the first grade students. The case is made that differences in assessment environments and item response patterns of students in group settings call into question the validity of assessment results for young children assessed in group settings, even when such results do not result in observable differences in the measured outcomes of these children compared to students assessed individually. (Contains 7 tables and 13 references.) (Author/SLD)

ED 454 278 TM 032 887

Calhoun, Emily F.
Building Capacity To Support Student Achievement From the State

Scores"; (6) "Diagnostic Efficacy of CPTs for Disorders"; (7) "Diagnostic Efficacy of CPTs for Disorders in Adulthood"; (8) "Monitoring Medication Effects with Continuous Performance Tests"; (9) "CPTs in Monitoring Effectiveness of Other Treatment Approaches"; and (10) "Where Do We Go from Here?" (Contains numerous references.) (SLD)

ED 454 298   TM 033 046

Brown, Genevieve; Irby, Beverly J.
The Principal Portfolio. Second Edition.
PUB DATE- 01
NOTE- 74p.; For the first edition, see ED 434 937.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Portfolio Assessment; Portfolios (Background Materials); *Principals; Problem Solving; *Professional Development
IDENTIFIERS- Electronic Portfolios

This resource shows how a portfolio can help administrators and principals engage in the reflection and continued growth necessary to create improved schools and learning. It contains hands-on, practical information on how to develop and use the portfolio to document growth, demonstrate the accomplishment of goals, and enhance performance and career advancement. This revised edition features a new section on electronic portfolios and contains expanded information on using portfolios for professional development and evaluation. There is a new focus on academic growth in administrator preparation. The chapters are: (1) "The Principal Portfolio: Why It's Needed"; (2) "What Is Included in the Principal Portfolio?"; (3) "The Principal Portfolio for Professional Growth"; (4) "The Principal Portfolio for Evaluation"; and (5) "The Principal Portfolio for Career Advancement." (Contains 18 figures and 46 references.) (SLD)

ED 454 299   TM 033 157

Education Statistics Quarterly, Spring 2001.
PUB DATE- 01
NOTE- 88p.; Published quarterly. The individual articles are available in "Current Index to Journals in Education" (CIJE); see TM 523 566-578.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Research; Elementary Secondary Education; Enrollment; Higher Education; Paying for College; *Research Reports; *School Statistics; Student Costs; Vocational Education
IDENTIFIERS- *National Center for Education Statistics; *Third International Mathematics and Science Study

The "Education Statistics Quarterly" gives a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications, data products and funding opportunities developed over a 3-month period. Each issue also contains a message from the NCES on a timely topic and a featured topic with invited

This study explored patterns of differences and commonalities in the constructions of identity by Cuban Americans, focusing on the pain of their experiencing "Paradise Lost," a theme identified in earlier research in which Cuban American college students reported: strong Cuban connections; value for the Spanish language, food, and culture; and a sense of loss because of never having been to the home country. For this study, researchers interviewed three more Cuban American students. These students reported that: they retained a collective memory, vision, or myth of the homeland; they believed they were not fully accepted by their host country; they felt they should be collectively involved in trying to help restore the homeland to a position of safety and prosperity; they regarded the homeland as their true, ideal home and the place for eventual return; and they continued to relate, personally or vicariously, to that homeland. The study concludes that a need exists to better understand people who come from Diaspora communities and their struggles for a sense of wholeness in their cultural identity. (SM)

ED 454 317　　　　UD 034 237

Schoorman, Dilys
What Difference Do We Make? The Challenges of Evaluating Community-Based Efforts in Immigrant Education.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Dropout Prevention; Elementary Secondary Education; High Risk Students; *Immigrants; *Limited English Speaking; Minority Groups; *School Community Programs; Student Needs
IDENTIFIERS- Palm Beach County Schools FL

This paper describes and examines the effectiveness of a project undertaken by Florida's Palm Beach County school system to provide community based support services and to facilitate a community-school partnership in order to enhance the educational achievement of immigrant students, specifically those with limited English proficiency. The project relies on school and community resources including guidance counselors, teachers of English as a Second Language, health and mental health professionals, churches, and migrant services personnel. It engages in a variety of multilingual activities, including school visits, tutoring, mentoring, home visits, parent workshops, counseling, guidance to community services, and college/career awareness. Data for this paper came from field notes and weekly project reports of team members, proceedings of weekly team meetings, and focus group interviews with team members and the project director. Overall, the project was effective in the context of immigrant education, providing services not offered by any other agency to students, parents, and families and offering support to teachers in schools. There were no significant improvements in students' standardized test scores and grades, though it is likely that while students were improving their work, such changes might not necessarily be manifested in standardized test scores. (Contains 24 references.) (SM)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consciousness Raising; *Cultural Pluralism; Curriculum Development; Diversity (Student); Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Multicultural Education; *Racial Bias; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Antiracist Education; South Africa

This book examines how to address and reduce racist practices in the schools, featuring an antiracist education teacher study that provided baseline figures on teacher perceptions of racism and demonstrated how teachers can successfully implement antiracist concepts in their classrooms. The book explains how teacher involvement can make a difference in student acceptance and attitudes and uncovers difficulties teachers have with understanding the realities of racism. There are nine chapters in three parts. Part 1, "Shattering the Denial: A Geographical Antiracist Education Interdisciplinary Curriculum Development and Implementation Study with K-12 Teachers," includes (1) "A Description"; (2) "Teacher Race Awareness Survey"; (3) "Antiracist Curriculum Development Work with Teachers"; (4) "Antiracist Education Implementation and a Few Courageous Teachers"; and (5) "Successful Re-Education for Teachers Makes a Difference for Students." Part 2, "Students Empowered by the Antiracist Teacher Study," includes (6) "A Recent Poll, Student Antiracist Programs, and the Social Action of Students." Part 3, "Protocols for the Classroom and Beyond, includes (7) "Curriculum 520X: Antiracist Education Curriculum Development and Research via Interactive Television"; (8) "International Field Trips in Antiracist and Multicultural Education: South Africa Study Abroad Program"; and (9) "Kuumba Multicultural Experimental School (KMES) Research Project." Surveys are appended. (Contains an extensive bibliography and an index.) (SM)

ED 454 337 UD 034 258

Salili, Farideh, Ed.; Hoosain, Rumjahn, Ed.
Multicultural Education: Issues, Policies, and Practices. Research in Multicultural Education and International Perspectives, Volume 1.
PUB DATE- 01
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Cross Cultural Training; Cultural Awareness; *Cultural Differences; *Culturally Relevant Education; Disadvantaged Youth; Diversity (Student); Elementary Secondary Education; Foreign Countries; Immigration; *Multicultural Education; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Australia; Canada; China; Latvia; Taiwan

This book presents recent research findings on different aspects of multicultural education, informing teachers of the issues, policies, and new approaches prevalent around the world. The ten chapters are: (1) "Multicultural Education: History, Issues, and Practices" (Farideh Salili and Rumjahn Hoosain); (2) "Cooperative Learning Programs and Multicultural Education: Improving Intergroup Relations" (Robert Cooper and Robert E. Slavin); (3) "Understanding the Impact of Disadvantage on Academic Achievement" (Colette Van Laar); (4) "Academic Adaptation of Asian Migrant and Overseas Students in Australia

DESCRIPTORS- *Academic Achievement; Data Analysis; Elementary Education; *Ethnicity; *Low Income Groups; *Socioeconomic Status
IDENTIFIERS- Washington

This study examined the relationships between students' academic achievement, income level, and ethnicity using aggregate school 3rd and 6th grade Iowa Test of Basic Skills scores for 1999 and 2000, 4th grade Washington Assessment of Student Learning (WASL) scores for 1999 and 2000, and 7th grade WASL scores for 1999 for all schools in Washington state. Data analysis indicated that low income explained a much larger percentage of the variance in academic achievement than did ethnicity. Ethnicity explained between 0-6 percent of the variance in academic achievement, after controlling for the contribution of low income. Low income, by contrast, explained between 12-29 percent of the variance in academic achievement. Combined with the finding that ethnicity explains approximately 32.7 percent of the variance in low income, the results suggest that the relationship between ethnicity and academic achievement is mostly indirect. Ethnicity relates to low income, and low income in turn relates to academic achievement. (Contains 14 references.) (SM)

ED 454 357 UD 034 287

A Path Forward for Camden.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 57p.; "Report Commissioned by the Annie E. Casey Foundation for the City of Camden and Its Constituents." Prepared by McKinsey & Company. Commissioned in conjunction with the Urban Institute, the Center for the Study of Social Policy, the Community Planning and Advocacy Council, and CAMConnect.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Child Health; Community Development; Educational Attainment; Educational Quality; Elementary Secondary Education; Family Health; *Family Life; Financial Policy; Financial Problems; *Living Standards; Local Government; Middle Class; Neighborhoods; *Poverty; Public Health; Socioeconomic Influences; *Urban Areas
IDENTIFIERS- *New Jersey (Camden)

This report examines the Annie E. Casey Foundation's work with children and families in Camden, New Jersey, providing a framework for assessing public and private investments, policies, and practices undertaken on behalf of Camden's families and neighborhoods. Camden is part of the Casey Foundation's Making Connections initiative, which advances the premise that children do better when their families are strong, families do better when they live in supportive neighborhoods, and communities need enabling connections to nurture strong families. Chapter 1 describes Camden's current situation. Once a bustling business district, today's Camden has few businesses and few middle income residents. Its badly deteriorated environment makes life difficult for residents and makes it nearly impossible to bring the businesses and middle income residents back. Camden's schools are inadequate. Public safety and health are fragile. Chapter 2 examines the causes of this situation, explaining that Camden is trapped by socioeconomic and fiscal cycles, set off by post-war exodus, and exacerbated by government actions and political climate. Chapter 3 describes key elements to improvement for Camden, examining necessary objectives for creating an actual turnaround plan experienced an increase of 58%; (4) in terms of 1990-1999 changes, both part-time (41%) and full-time (68%) enrollments increased at HCCC; (5) the most dramatic finding is the 68% increase in full-time enrollment at HCCC, which accounts for 13% of the total full-time increase among the 19 community colleges; and (6) the most significant change in terms of gender is that while the sector composition remained stable during the 1990-1999 period, HCCC became "more female" (57% vs. 62%). Contains six tables and 1 figure. (JA)

ED 453 875 JC 010 431

Retention Rates of Successful SLS Students. Information Capsule.
PUB DATE- 01
NOTE- 8p.; Abstractor: Cathy Morris.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Community Colleges; Outcomes of Education; *Remedial Instruction; *School Holding Power; *Student Development; Student Improvement; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This research brief from Miami-Dade Community College (MDCC) (Florida) addresses the retention rates of students enrolled in intervention courses. In July of 1998, an evaluation of the new SLS (College Survival Skills) intervention courses for college preparatory students indicated that students who successfully completed SLS had a significantly higher fall-to-winter retention rate (88% returned) than students who did not take SLS (68% returned). The current study looks at fall-to-fall retention rates and adds a comparison with college-ready students. Results indicate that: (1) college preparatory students who take and pass the SLS intervention courses during their first term have a retention rate equal to or better than college ready students; (2) college preparatory students who do not take the SLS courses have about a 10-percentage point lower retention rate than those who take and pass the courses; (3) college-wide, full-time students who needed only one college preparatory area and completed SLS 1505 had a higher retention rate (84%) than college-ready students (75%); (4) college-wide, 70-73% of students who tested into college preparatory courses in one area did not take SLS 1505 during their first term; and (5) for full-time students, the return rate of these non-SLS takers was 67%, compared with 84% for successful SLS students and 75% for college-ready students. (JA)

ED 453 876 JC 010 432

Miami-Dade Community College Fall Profile, 2000-2001: Closing Fall Enrollment Analysis. Research Report Abstract.
PUB DATE- 01
NOTE- 11p.; Abstractor: Cathy Morris.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Students; Community Colleges; *Enrollment; Enrollment Trends; *Institutional Characteristics; School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The purpose of this report is to describe characteristics of students enrolled at Miami-Dade Community College (MDCC) students has, however, been increasing since 1990. This increase has important implications for academic policy issues. (NB)

ED 453 896 JC 010 463

Phipps, Ronald A.; Shedd, Jessica M.; Merisotis, Jamie P.
A Classification System for 2-Year Postsecondary Institutions. Methodology Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Community Colleges; Educational Research; *Evaluation Methods; *Institutional Characteristics; Private Colleges; Public Colleges; *Two Year Colleges
IDENTIFIERS- National Center for Education Statistics

This methodology report by the National Center for Education Statistics (NCES) outlines the need and rationale for a two-year postsecondary classification system and the methodology used to produce this classification system. The system was created based on information from the Integrated Postsecondary Education Data System (IPEDS) database that NCES created and maintains. K-means cluster analysis, in addition to several other statistical methods, was used in the process of creating the classification system. A total of seven categories for two-year institutions were created as a result of the analysis across three broad categories. Public Institutions (N=1,029) were divides up into three categories: Community Development and Career Institutions, Community Connector Institutions, and Community Mega-Connector Institutions. Private-Not-For-Profit Institutions (N=309) were divided up into two categories, Allied Health Institutions and Connector Institutions. Private For-Profit Institutions (N=730) were divided into the categories of Career Connector and Certificate Institutions. Detailed definitions of each category are also provided. (LD)

ED 453 897 JC 010 464

Beaumier, Jean-Paul; Marchand, Claude; Simoneau, Richard; Savard, Denis
The Institutional Evaluation Guide.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College Role; *Educational Assessment; Foreign Countries; Higher Education; *Institutional Evaluation; *Institutional Mission; Private Colleges; Program Implementation; Public Colleges; Strategic Planning
IDENTIFIERS- Canada

This guide, from the Commission d'Evaluation de l'Enseignement Collegial (Quebec), was prepared in collaboration with an advisory committee composed of persons from both public as well as private colleges. It aims to provide institutions with the necessary information to plan and implement their institutional self-evaluation. It has also been written to make known the requirements of the Commission with respect to this process.

SPONS. AGENCY- North Dakota State Dept. of Human Services, Bismarck. Div. of Children and Family Services.
PUB DATE- 01
NOTE- 59p.; Submitted by Kraft Statistical Consulting, Inc. Color site maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Agency Cooperation; Child Welfare; Cooperation; Day Care; Disabilities; Family Literacy; Health Services; Integrated Services; Low Income Groups; *Preschool Education; Program Effectiveness; Program Evaluation; *State Agencies; State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *Access to Services; *Project Head Start

In 1995, the North Dakota Head Start-State Collaboration Project (HSSCP) was initiated to create a statewide early childhood system to increase access to comprehensive services and support for all low-income children. This report details the project's accomplishments over its initial 5-year period, emphasizing accomplishments of the final year. Both quantitative and qualitative data were gathered to assess how effectively the project is achieving its objectives. A survey regarding effectiveness of and satisfaction with HSSCP activities was distributed to individuals having contact with or knowledge of HSSCP, Head Start/Early Head Start program staff or parents, and state agency personnel. Findings indicated that 80 percent of respondents thought that HSSCP effectively collaborated with existing public and private agencies and organizations. The report notes that the focus of transition mentorships changed from an emphasis on mentors for parents and families toward developing mentors for new administrators or staff in early care and education. About three-quarters of respondents agreed that HSSCP effectively promoted and supported accessible, high-quality care and education services for Head Start/Early Head Start (HS/EHS) children. Further, 73 percent agreed that HSSCP effectively promoted access to health-care services for HS/EHS children. About half the respondents agreed that the HSSCP has evaluated policies/procedures and has assisted in developing barrier- free policies for families. About 80 percent agreed that the HSSCP has helped improve long-term outcomes for low-income children and their families. Satisfaction levels with HSSCP ranged from 66 percent satisfied or very satisfied with the quality/adequacy of child care to 78 percent with efforts in the education area. The report's three appendices contain the survey instrument used in the study, describe the survey methodology, and contain site maps. (KB)

ED 453 916 PS 029 467

Eastman, Wayne
Media Culture and Media Violence: Making the Television Work for Young Children, Early Childhood Educators, and Parents.
PUB DATE- 01
NOTE- 41p.; Paper presented at the Third World Forum on Early Care and Education (Athens, Greece, April 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Viewing; *Developmentally Appropriate

*Young Children
IDENTIFIERS- UNESCO

The purpose of this Spanish-language manual is to help preschool teachers better understand theoretical concepts related to children's play. Following a preface that discusses UNESCO's activities related to early childhood education, the two main sections of the manual discuss children's play between 0-2 years and 2-7 years. Each section includes information about play, suggestions for activities for teachers, and spaces for teachers to take notes. The first section discusses play from the development of reflexes up to the appearance of language, including play that involves the mouth; the senses of touch, sight, and hearing; movement; and natural objects. From 0-1 years, play uses objects to look at, touch, and hold; and objects that develop hand-eye coordination and that the baby can chew on. This play also involves the baby's dropping objects; putting objects together; recognizing color, form, and sound; and carrying objects. Between 1-2 years, children's play helps them learn to talk and to develop a sense of equilibrium. The second section discusses symbolic play, which involves the representation of reality, language, and socialization. Between 2-4 years, play can support the learning of phrases and numbers, the ability to pretend to be somebody else, drawing and coloring, and general creativity. Between 4-7 years, play can support children's abilities to organize objects and their tendency to establish friendships. The manual's final section briefly considers children's play and games after age 7 or 8, which involve more social activity and reasoning. (Contains 17 references.) (BC)

ED 453 936 PS 029 516

Crombez, Mary Margaret, Ed.; Mangiglan, Lisa, Ed.
Offspring, 2000.
PUB DATE- 00
NOTE- 66p.; For 1999 issues, see ED 445 811. Published twice a year. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Brain; Child Rearing; Childrens Art; Divorce; *Educational Cooperation; Imagination; Individual Needs; Marital Instability; *Parent Child Relationship; *Parent School Relationship; Periodicals; Prereading Experience; *Preschool Children; *Preschool Education; Reading Aloud to Others
IDENTIFIERS- Brain Development; *Cooperative Preschools; Daydreaming; Family Support; Prereading Activities

This document consists of the two 2000 issues of a magazine for parents, teachers, and others involved in cooperative nursery schools. The magazine is designed to provide a forum for views on dealing with young children, express a variety of ideas, promote the cooperative philosophy, and enhance the relationships of those involved in cooperative nursery schools. The spring 2000 issue (40th Anniversary Issue) contains the following articles: (1) "Interview with Dr. Mary Bigler" (Mary Margaret Crombez); (2) "Mothers of Offspring: 40 Years of Love and Learning" (Lisa M. Mangiglan); (3) "The Cooperative Nursery: Stepping Stones to Fulfillment" (Esther Middlewood); (4) "All for One and One for All: Meeting the Needs of the Individual Student in a Group Setting" (Esther Callard); (5) "Young Children and Their Art" (Jean N. Hillman); (6) "Picture Books for Pre-Reading" (Jane A. Romatowski); and (7) "One Step Ahead: Reasons to Read to Your Child." The fall 2000 issue contains the following articles: (1) "Growing Cooperatively:

ongoing development, evaluation, and improvement of Chapter 188-funded early childhood programs. Following introductory remarks and definitions of relevant terms, the state standards are presented in 11 areas: (1) curriculum; (2) physical environment; (3) interactions between staff and children and between children and peers; (4) family involvement; (5) staff qualifications and staff development; (6) staffing (group size and staff-child ratios); (7) health and safety; (8) nutrition and food service; (9) transportation; (10) administration; and (11) evaluation. Three appendices list recommended equipment and materials for early childhood education programs, delineate requirements for program health care policies and individual children's health records, and list members of the Early Childhood Advisory Council to the Massachusetts Board of Education. (KB)

ED 453 954   PS 029 537

Barton, Alice
Securing Our Future: Planning What We Want for Our Youngest Children. Future Trends Report, Volume VI.
PUB DATE- 01
NOTE- 103p.; Substantial contributions, data analysis, and editing provided by Elisabeth Schaefer, Jason Sachs, and Donna Traynham.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Child Caregivers; Compensation (Remuneration); *Day Care; *Early Childhood Education; Educational Quality; Government Role; Partnerships in Education; Preschool Teachers; Public Policy; School Community Relationship; State Programs; Statewide Planning; Teacher Qualifications
IDENTIFIERS- Access to Services; Availability (Programs and Services); Caregiver Qualifications; Day Care Quality; Family Community Relationship; Massachusetts

This report is the sixth on future trends in early care and education undertaken by the Massachusetts Early Childhood Advisory Council since its inception in 1985. The report sets out a plan for a system of early care and education and family support in the state, fulfilling a requirement of the enabling legislation of the Community Partnerships for Children program. Section 1 of the report summarizes research in two key areas that contribute to school readiness: child behavior and development, and family support. Section 2 provides data and analysis relevant to the current early care and education and family support system, leading into further discussion of challenges to the system to create an effective and integrated system of support for young children and their families. The final section suggests a series of action steps that support four overall recommendations by the Early Childhood Advisory council. The recommendations are to: (1) make early care and education and family support affordable and universally available; (2) strengthen the early care and education work force; (3) increase the capacity and quality of the early care and education programs and develop local and state infrastructures that will support a system that is family friendly and locally based; and (4) expand family and community partnerships at the local level. The report's six appendices include a glossary of relevant terms, a description of early childhood models being used in other states, a discussion updating the Future Trends Report of 1999, and a list of communities participating in the Community Profiles project.

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Children; Compliance (Legal); *Day Care; Elementary Education; Infant Care; Preschool Education; Program Administration; Program Descriptions; Safety; School Age Day Care; *State Federal Aid; *State Programs; *Statewide Planning
IDENTIFIERS- *Child Care and Development Block Grants; *Day Care Quality; Resource and Referral Service

The Personal Responsibility and Work Opportunity Reconciliation Act requires each state to submit a biennial plan to implement the Child Care and Development Fund (CCDF). This report is based on the approved State Plans for the period October 1, 1999 to September 30, 2001. The analysis includes information from 48 states, the District of Columbia, and Puerto Rico. Following an introduction discussing the report format and summarizing trends, the Plan is presented in six parts. Within each part are specific questions, based on the statute and the regulations, followed by information from each state. Part 1 concerns administration and includes information on the amount of federal CCDF funds, state funds involved, funds earmarked for administration, and agencies involved in administration or implementation. Part 2 includes information on agencies consulted in developing the state plan, processes to obtain public comment, and activities to promote private sector involvement. Part 3 describes the child care services offered, including information on using grants or contracts for child care slots, limiting in-home care, establishing reimbursement rates, assuring equal accessibility, setting income eligibility criteria, providing respite care, meeting child care needs of TANF families, and using sliding fee scales. Part 4 concerns processes with parents, such as the application process, parent complaint records, and procedures affording parents unlimited access to their children. Part 5 describes quality improvement initiatives and includes information on funds used for that purpose, specific quality improvement activities, child care resource and referral, school-aged child care activities, comprehensive consumer education, provider grants and loans, compliance monitoring, training and technical assistance, and provider compensation. Part 6 deals with health and safety requirements for providers. The report's three appendices list state contacts, provide states' definitions related to eligibility and priority terminology, and delineate the terminology used by TANF agencies. (KB)

ED 453 971 PS 029 561

Joseph, Gail E.; Cohen, Rachel Chazan
Celebrating Cultural and Linguistic Diversity in Head Start.
PUB DATE- 00
NOTE- 65p.; Information gathered by SocioTechnial Research Applications, Inc. and Juarez and Associates, Inc. under DHHS contract number 105-93-1913.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Cultural Differences; Cultural Pluralism; Demography; Diversity (Faculty); *Diversity (Student); Educational Practices; Family Needs; *Multicultural Education; Needs Assessment; Preschool Education; Program Descriptions
IDENTIFIERS- Barriers to Innovation; *Project Head Start

Noting that the dramatic demographic changes in the United States

are examined. The study concludes with a discussion of current reform initiatives in Balochistan, factors behind the successes to date, and the outlook for the future. (Author/TD)

ED 453 989 RC 023 001

Wolf, Joyce; Kainja, Katherine
Changes in Girls' Lives: Malawi from 1990 to 1997.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Access to Education; Change Strategies; *Curriculum Development; Educational Attitudes; *Educational Change; Elementary Secondary Education; *Enrollment; Equal Education; Foreign Countries; Rural Schools; *Sex Bias; Social Attitudes; Teacher Education; *Womens Education
IDENTIFIERS- *Malawi

Increased awareness of the importance of girls' education within Malawi and internationally resulted in the implementation of many changes in girls' education during the 1990s. By 1997, the number of girls enrolled in primary school was twice the level in 1990, and girls' share of enrollment increased from 45 to 48 percent. Malawi improved girls' enrollment by using a broad combination of strategies. Tuition fees for girls were waived. The number of school facilities was increased, most notably in rural areas, and all new schools were equipped with latrines, the absence of which had discouraged girls' attendance. School uniform requirements were dropped, lowering family expenses. New secondary schools were increasingly "day" schools, as opposed to traditional boarding secondary schools. Many new female teachers were encouraged to enter the school system. A scholarship program for girls was instituted to boost secondary level enrollment. The policy of permanently expelling girls who became pregnant was revised to allow girls to return to school a year after birth. The timing of female initiation ceremonies was adjusted to take place during summer vacation instead of during the school year. The primary school curriculum was revised, with careful attention paid to gender images, and a training program has sensitized teachers to gender biases and provided classroom techniques for overcoming them. (Contains 36 references.) (TD)

ED 453 990 RC 023 002

Taskforce on Rural and Remote Education, Training, Employment and Children's Services: National Case Studies.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; Community Education; Distance Education; *Education Work Relationship; *Educational Innovation; Foreign Countries; Geographic Isolation; High Risk Students; Indigenous Populations; *Labor Force Development; Partnerships in Education; *Rural Education; Secondary Education; *Vocational Education
IDENTIFIERS- Aboriginal Australians; *Australia

This report presents synopses of case studies highlighting workable local strategies to improve employment, education, ExCET on the first attempt. Implications for educators are that reading skills should be improved at the district level and practice ExCET sessions should be developed at the higher education level. Appendices present the test framework, ExCET sample item, and four data tables. (TD)

ED 454 007 RC 023 028

Reid, Evelyn; Henry, Gertrude B.
Waiting To Excel: Biraciality in the Classroom.
PUB DATE- 00
NOTE- 54p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Educational Strategies; Elementary Secondary Education; *Multiracial Persons; *Parent Child Relationship; Racial Discrimination; *Racial Identification; *Social Bias; Student Centered Curriculum; Teacher Student Relationship

The categories of race used by school administrators to report student racial data assume racial purity. The omission of a category for mixed racial heritage is indicative of a deeper neglect on the part of society in recognizing this segment of its people. This mindset, which ignores the existence of biracial Americans, coupled with the implicit biases inherent in a White/non-White system of categorization, has contributed to a situation wherein the potential for psychological harm to biracial Americans is quite high. To support biracial youth, educators must create a climate that fosters the development of a healthy identity for all students through acceptance of religious, social, cultural, and other differences. This review of educational and psychological research identifies educational strategies that address the needs of biracial children: planning for student psychological, social, emotional, and cultural needs; creatively and carefully engaging young children in discussions of racial oppression and its consequences; infusing biracial issues throughout the curriculum, with curricula that are sensitive to process as well as content; aiding in the refinement of biracial children's (and their parents') identity; exposing children to their heritage; becoming sensitive to various learning styles; and providing parents and children with tools (words and phrases) to protect themselves from others who do not affirm human diversity and biraciality. (Contains 71 references.) (TD)

ED 454 008 RC 023 029

Santos, Silvia J.; Reigadas, Elena T.
Evaluation of a University Faculty Mentoring Program: Its Effect on Latino College Adjustment.
PUB DATE- 00
NOTE- 25p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

Recreation
IDENTIFIERS- *Adventure Therapy

As a valuable addition to substance abuse treatment, adventure programming can have positive impacts on clients' self-efficacy, social behavior, and problem solving. A study explored the extent to which traditional substance abuse treatment programs use adventure programming, the level of adventure training and experience among substance abuse practitioners, and constraints inhibiting the incorporation of adventure programming into the treatment milieu. Questionnaires were completed by 62 substance abuse treatment programs that had never used adventure programming and by 24 programs that had used adventure programming as a treatment modality. Seventy percent of "non-users" perceived the potential therapeutic benefits of adventure programming as appropriate or excellent, and most wanted more information about adventure programming, preferably through professional journals. Costs, third-party reimbursement, and lack of specialized staff were the main perceived constraints inhibiting use of adventure programming. Of programs that used adventure programming, almost all felt that it enhanced their programs. Although 57 percent of "users" reported having staff with formal adventure training, almost half of those had less than 1 month of training. Most programs that used adventure programming owned equipment or camp facilities. Clients referred to adventure programming were predominantly teenagers and young adults. The main therapeutic benefit of adventure programming lay in its motivational aspects, as it engaged clients and offered opportunities for sober fun. Implications for program development and further research are discussed. (Contains 30 references.) (SV)

ED 454 026 RC 023 082

Bialeschki, Deborah; Henderson, Karla; Dahowski, Kate
Trends and Issues in Not for Profit Camping.
SPONS. AGENCY- American Camping Association, Martinsville, IN.
PUB DATE- 00
NOTE- 11p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Camping; Institutional Advancement; *Institutional Mission; *Nonprofit Organizations; Objectives; *Program Administration; Public Relations; *Social Problems; Surveys

A study explored current issues affecting camps run by nonprofit agencies. A literature review revealed areas of concern related to social trends and management practices. A survey of 85 camping professionals and agency executives involved with nonprofit camps examined organizational mission, strategic management issues, and perceived critical issues for their organization. Findings indicate that camping was perceived as integral to the mission of most organizations, and that organizational missions tended to reflect changes occurring in society. Perceptions of issues and concerns differed by type of nonprofit organization. A critical concern of most programs was staffing issues, particularly attracting skilled staff that would work for camp wages and dealing with diversity issues with children and staff. Funding issues were also critical and included maintenance of camp facilities, rising insurance costs, need for scholarships, and the effort to keep down teaching. In light of this, the research questions for this study are: (1) What do prospective elementary teachers learn about science inquiry within the context of the course?; and (2) In what ways do their experiences learning to do science inquiry influence prospective elementary teachers' understanding of science and science learning and teaching? (Contains 51 references.) (SAH)

ED 454 048 SE 064 902

Boulter, Carolyn; Buckley, Barbara; Walkington, Helen
Model-Based Teaching and Learning during Ecological Inquiry.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ecology; Higher Education; Inquiry; *Preservice Teacher Education; Preservice Teachers; Science Education; Teaching Methods

The research literature suggests that developing an understanding of ecosystems and their functioning is difficult. Learners are often asked to conduct ecological inquiries to attempt to foster such understanding. This project examines the understanding of students engaged in ecological inquiries as a model-based teaching and learning framework. The coursework of preservice teachers enrolled in a field-based ecology course was analyzed for evidence of their models of particular ecosystems. In addition, investigations in the laboratory and the field were videotaped or audiotaped to provide evidence of the functioning and development of those models over time. This paper describes the ways in which their initial models influenced their investigations and interpretations of the data they collected and how their models developed. The conversations, representations, and tasks as well as the constraints that shape individual and group model building within inquiry groups are also described. (Contains 20 references and 3 tables.) (SAH)

ED 454 049 SE 064 903

Van Voorhis, Frances L.
Teachers' Use of Interactive Homework and Its Effects on Family Involvement and Science Achievement of Middle Grade Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Involvement; *Homework; Interaction; *Middle School Students; Middle Schools; *Science Achievement; Science Education; Student Attitudes

This quasi-experimental study investigated the effects of teachers' use of interactive and non-interactive science homework assignments on family involvement in student homework, homework completion and accuracy, student science achievement, Industrial Involvement; and (11) Budget Information. Appendices include a glossary of acronyms and references. (Contains 214 references.) (YDS)

ED 454 072 SE 064 938

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Annual Report, Year 9.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum; Data; Educational Change; *Engineering Education; *Evaluation; Higher Education; *Marketing; Mentors; Problem Solving; Professional Development; Technology
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

This document presents the Year 9 Annual Report of the Southeastern University and College Coalition for Engineering Education (SUCCEED). Contents include: (1) Executive Summary; (2) Response to Recommendations of Prior Review Teams; (3) Major Accomplishments; (4) Faculty Development; (5) Outcomes Assessment; (6) Student Transitions; (7) Technology-Based Curriculum Delivery; (8) Culture Change; (9) Assessment; (10) Industrial Involvement; and (11) Budget Information. Appendices include a glossary of acronyms and references. (Contains 147 references.) (YDS)

ED 454 073 SE 064 939

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Strategic Plan Revision, 2001.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum; Educational Change; *Engineering Education; Evaluation; Higher Education; *Marketing; Mentors; Problem Solving; Professional Development; Technology
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

This document presents the Strategic Plan Revision of the Southeastern University and College Coalition for Engineering Education (SUCCEED). SUCCEED aims to institute a sustainable version of its curriculum model on each of the selected campuses. The areas of expertise in the program include faculty development, outcomes assessment, technology-based curriculum delivery, student transitions, freshman experience, transfer, and mentoring. Contents include: (1) Introduction; (2) SUCCEED's Organizational Structure--Its Foremost Strategy (Campus Implementation Teams, Coalition Focus Teams, and Coalition Service Teams); (3) Changes in SUCCEED's Management Structure (Rationale for Changes, Proposed Changes, and Concerns Regarding Changes); (4) SUCCEED's Overall Goals and Milestones; (5) SUCCEED's Core Strategies; (6) Dissemination CST Strategic Plan; (7) Clemson University Strategic Plan; (8)

Kinney, Becky
Reflections of Reform: U.S. Mathematics Teachers Critique a Lesson from Japan.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Comparative Education; Educational Practices; Foreign Countries; Grade 8; Junior High Schools; *Mathematics Instruction; Mathematics Teachers; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Japan

Mathematics teachers from 3 school districts watched a 50-minute mathematics lesson video taped in Japan. Participants were asked to compare this lesson against the vision of improved practice promoted by the National Council of Teachers of Mathematics (NCTM). Use of the video as a concrete referent clarified participants' interpretations of ubiquitous catch phrases such as "learning facilitator," "mathematical connections," and "problem solving." Results suggest that many teachers: (1) are unfamiliar with lessons which juxtapose teacher centered and student centered instruction; (2) associate open-ended problem solving with group work, but not with making mathematical connections; (3) link use of technology (calculators) with a reduction in numerical competence; and (4) interpret their new role as a "facilitator" in ways which limit the use of directive practices they believe to be valuable. Practical barriers to the implementation of perceived NCTM recommendations were a common concern. These barriers revolved around lack of motivation, self discipline, and computational proficiency on the part of students. (Contains 10 references.) (Author/ASK)

ED 454 096 SE 065 075

Longo, Palma J.
What Happens to Student Learning When Color Is Added to a New Knowledge Representation Strategy? Implications from Visual Thinking Networking.
PUB DATE- 01
NOTE- 42p.; Paper presented at the combined Annual Meetings of the National Science Teachers Association and the National Association for Research in Science Teaching (St. Louis, MO, March 5-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Color; Earth Science; High Schools; *Learning Strategies; Metacognition; *Problem Solving; Science Education; Sex Differences
IDENTIFIERS- Visual Thinking

A long-term study was conducted to test the effectiveness of visual thinking networking (VTN), a new generation of knowledge representation strategies with 56 ninth grade earth science students. The recent findings about the brain's organization and processing conceptually ground VTN as a new cognitive tool used by learners when making their knowledge explicit. VTN encourages students to integrate multiple ways of thinking about scientific events and objects by utilizing color, form, and spatial information. These attributes have been recently linked to the understanding of how one builds a picture of the

Same Difference: A Fox Family Channel Afternoon Special for Cable in the Classroom and Videotape. A Guide for Educators.
PUB DATE- 00
NOTE- 0p.; Rhonda Lucas Donald produced the educators' guide for KIDSNET. For other videotapes and guides in the series, see SO 032 781-784.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Catholics; *Critical Viewing; *Cultural Context; *Curriculum Enrichment; *Educational Television; *Interpersonal Relationship; Italian Americans; Jews; Language Arts; Mathematics; Secondary Education; Social Studies; *Television Viewing
IDENTIFIERS- Curriculum Standards; Media Literacy

"Same Difference," the television program featured in this videotape and teaching guide, tells the story of a friendship that blossoms into love between Shelley and Vinnie, a young couple with different ethnic and religious backgrounds, Jewish and Italian Catholic. Despite family opposition and personal difficulties, the spirit of Passover and Easter bring the families together as they embrace each other's worlds. The guide provides teachers with step-by-step strategies for using the television program, and it provides questions for pre-viewing, viewing, and post-viewing discussion, as well as activities that engage U.S. history and social studies, English and language arts, mathematics, media literacy, art, and life skills. (Contains a resource list of 7 books, 2 videos, 7 organizations with Web sites , and 10 Web resources.) (BT)

ED 454 116 SO 032 789

Winter, Carolyn; Macina, Rebecca
Girls' Education World Bank Support through the International Development Association (IDA).
PUB DATE- 99
NOTE- 39p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Developing Nations; Elementary Secondary Education; Females; *Financial Support; *Womens Education
IDENTIFIERS- *Educational Issues; Lenders (Finance); World Bank

This report presents World Bank statistical data on International Development Association (IDA) support of girls' education. The report cites the reasons for focusing on girls' education and traces IDA funding for various education projects. It discusses the situation for girls' education in many developing countries and lists objectives for the future. (Includes 4 notes. Contains 4 tables and 2 boxes. Extensive lists of statistics are appended.) (BT)

ED 454 117 SO 032 790

Gasperini, Lavinia
The Cuban Education System: Lessons and Dilemmas. Country Studies: Education Reform and Management Publication Series, Vol. 1, No. 5.
PUB DATE- 00
NOTE- 41p.

Improvement; Mail Surveys; National Surveys; *Political Issues; *Presidential Campaigns (United States); Social Studies; Teacher Surveys; Voting
IDENTIFIERS- Voter Education

The complaint by some youth that major issues of the 2000 presidential campaign were not focused on their concerns, but instead on those of much older citizens, may suggest one reason for the lack of voter participation by youth ages 18-25. Reports of researchers in civic and social studies education over the past 30 years suggest that discussing controversial public policy issues increases the likelihood of greater political interest and efficacy of students. The 2000 presidential election with its inability to declare a winner quickly, accompanied with multiple accusations concerning confusion in election processes and biased media coverage, provided a unique opportunity for teachers to focus on the difficult analysis and interpretation of issues that many teachers advocate and teach as the central focus of the social studies curriculum. This paper addresses three questions: How did teachers plan to teach the 2000 election? How did teachers plan to teach the results of the election? and How did teachers actually teach the election in light of the controversies that resulted? The paper reports results of a survey mailed before November 2000 to a random sample of 600 National Council for the Social Studies members asking how they planned to teach the election. It reports that teachers were committed to addressing the presidential election in their classrooms. It appears that many respondents did not differentiate issues and topics from the political processes or procedures. The paper offers 12 recommendations for instructional improvement regarding elections and the political process. Contains 4 tables and 24 references. (BT)

ED 454 136 SO 032 845

Soukup, Nancy, Ed.
The Cuban Missile Crisis: Considering Its Place in Cold War History. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Project. 4th Edition.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; *Foreign Policy; Global Approach; Higher Education; *International Relations; *Political Issues; Political Science; Primary Sources; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- Caribbean; *Cold War; *Cuban Missile Crisis; USSR

Like no other region on the globe, the Caribbean Basin has served as a testing ground for U.S. foreign policy. Of all the countries in the region, Cuba has been the scene of many of the United States' most riveting foreign policy dramas. The teacher resource book and student text probe the complex, often troubled, relationship between the United States and Cuba, and examine the crisis that brought the world to the brink of war. The unit analyzes the Cold War dynamics that led to the Cuban Missile Crisis and examines the decision-making process within the Kennedy administration at the height of the confrontation with the Soviet Union. The student text surveys the evolution of U.S. involvement in the region and Cuba from the early nineteenth century to the present and prepares students to their opinions soundly and in an acceptable manner. It explains that in order for democratic education to succeed, it must begin with relevant problems from within the students' own worlds which are embedded in a wider social context. Using an integrated approach helps make democratic education successful. Other factors that are important in democratic education include a focus on school climate, on the school's learning activities and projects, and on the informal school curriculum. (SM)

ED 454 156 SP 040 021

Lewin, Larry
Using the Internet To Strengthen Curriculum.
PUB DATE- 01
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Information Sources; Plagiarism; Teaching Methods; *World Wide Web
IDENTIFIERS- Search Engines; Web Sites

This book helps teachers learn how to bring the Internet's World Wide Web into their classrooms and encourage students to tap into this resource. Using the dozens of examples and strategies provided, teachers can help students: use search engines effectively; quickly find Web sites and understand their content; conduct sound research; think critically to learn independently; avoid plagiarism; and construct presentations on what they have learned. Six chapters examine: (1) "Why the Internet?"; (2) "Taming the Web"; (3) "Searching the Web" (e.g., search engines, search engine indexes, dealing with search results, building a Web lesson, expanding the search with another search engine, search engine help sites and directories, and specialty search tools); (4) "Reading the Web" (e.g., virtual field trips, reading for understanding with the e-sheet, one-computer classrooms, and reading for deeper meaning); (5) "The We Search: Intermediate Student Use of the Web" (e.g., Web searching, tools that limit student Web access, and monitoring student Web use); and (6) "The Free Search: Independent Student Use of the Web" (e.g., preparing for free searches, using search tools independently, evaluating Web site content, and recording new information). (Chapters contain references.) (SM)

ED 454 157 SP 040 022

Wilson, Valerie; Pirrie, Anne
Multidisciplinary Teamworking Indicators of Good Practice. SCRE Spotlights 77.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; Interprofessional Relationship; *Teacher Collaboration; Team Teaching; *Teamwork
IDENTIFIERS- Scotland

moral dilemmas. The lesson learned was that teachers should be guided to reflect on their role and authority in solving conflicts with students. Another dilemma was that teachers failed to protect students in conflicts involving colleagues. The lesson learned was that teachers needed training to handle collegial conflicts that hurt their students. Some of the conflicts reported in the study concerned dilemmas when a teacher had to stand against the whole community to protect the rights of a student. The lesson learned was that teacher education should promote communicative action and moral discourse. (Contains 14 references and 3 tables.) (SM)

ED 454 176 SP 040 048

Barbknecht, Arnold; Kieffer, Connie W.
Peer Coaching: The Learning Team Approach. K-College.
PUB DATE- 01
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Observation; *Peer Evaluation; Program Effectiveness; Program Evaluation; Teacher Improvement; Time Management
IDENTIFIERS- *Peer Coaching

This book provides information for teachers and administrators about peer coaching, and it centers on classroom observation by other team members. The book describes stages of the observation process, explaining how a peer coaching program can make teachers more effective and co-learners with colleagues. Each chapter includes scenarios describing the benefits of peer coaching. The book highlights one peer coaching program in a large suburban school district. Chapter 1, "What is Peer Coaching?" describes the process and its benefits for professional development. Chapter 2, "Peer Coaching and Professional Growth," shows how peer coaching fits into staff development programs and is an implementation tool for school change. Chapter 3, "Implementing a Peer Coaching Program," explains how to get the program underway. Chapter 4, "The Peer Coaching Session," describes steps involved in observing colleagues. Chapter 5, "Research Supporting the Peer Coaching Concept," discusses how peer coaching fits current understandings related to brain research, constructivism, and adult learning theory. Chapter 6, "Making Time for a Peer Coaching Program," covers how to allot time inside and outside the school day for peer coaching and how to enhance the program using technology. Chapter 7, "Evaluating a Peer Coaching Program," presents program evaluation tools. (Contains references and an index.) (SM)

ED 454 177 SP 040 051

Mednick, Fred
Worldwide Perspectives on the Educated Teen for the 21st Century.
PUB DATE- 99
NOTE- 54p.; A research synthesis of a doctoral dissertation and concept paper underlying the formation of Teachers without Borders.
LANGUAGE- English

and is highly cost effective. The booklet also explains why the following basic components of a school health program should be made available together in all schools: health related school policies; provision of safe water and sanitation (the essential first steps toward a healthy physical learning environment); skills based health education; and school based health and nutrition services. Finally, the booklet provides strategies for fostering effective partnerships between education and health sectors, teachers and health workers, schools and community groups, and students and people responsible for school health programs. (SM)

ED 454 196 SP 040 070

Shaughnessy, Michael F.; Gaedke, Billy
Earned and Unearned Degrees, Earned and Unearned Teaching Certificates: Implications for Education.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Computer Uses in Education; *Distance Education; *Educational Television; Elementary Secondary Education; Higher Education; *Internet; Mainstreaming; Online Courses; Preservice Teacher Education; Special Education Teachers; Teacher Competencies; Teaching Methods; Teaching Skills

This article discusses the impact of instructional television, directed study courses, and other alternative teacher certification methods. Colleges and universities are becoming aware of nontraditional programs that require minimal, if any, time on campus or direct contact with instructors. Soon, there will be a proliferation of Internet courses. This trend may result in: teachers who are proficient in procuring the most credit hours with the least work; teachers with significant theoretical knowledge but no interpersonal skills; and people who lack the college experience. Research shows that: in times of high competition for teaching jobs, most teachers are traditionally certified; in times of high demand for new teachers, significant numbers of new teachers are either alternatively certified, given emergency certification, or uncertified; alternatively certified teachers are less qualified than traditionally certified teachers; and better qualified teachers produce better qualified students. There is a concern that special educators are not receiving sufficient training to handle their students' special needs and that regular educators do not have the skills to teach mainstreamed students. The paper cautions that people may begin to question the skills of teachers who have taken mainly correspondence and web based courses to fulfill their degree requirements. (SM)

ED 454 197 SP 040 071

Walker, Carole; Zeek, Catherine; Foote, Martha
Equity in Excellence for All Learners: An Unobtrusive Look at Racism, Classism, and the Differently Abled in Residents' Portfolio Growth Summaries.
PUB DATE- 01
NOTE- 28p.; Paper Presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).

ED 454 216 SP 040 095

Taylor, Pamela A.
Good News and Bad News: A Comparison of Teacher Educators' and Preservice Teachers' Beliefs about Diversity Issues.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Disabilities; *Diversity (Student); Elementary Secondary Education; Gender Issues; Higher Education; Homosexuality; Immigrants; Language Minorities; Multicultural Education; Preservice Teacher Education; Preservice Teachers; Racial Attitudes; Social Class; Teacher Educators

This study examined teacher educators' and student teachers' beliefs about, attitudes toward, and sensitivity regarding cultural diversity and other diversity issues. The Beliefs about Diversity Scale was used to assess respondents' beliefs about race, gender, social class, ability, language/immigration, sexual orientation, and multicultural education. Study participants were 45 teacher educators and 78 preservice teachers at Mississippi State University. The preservice teachers were all enrolled in a Social Foundations of Education course. Data analysis indicated that the preservice teachers scored at culturally sensitive levels for all subgroup areas except sexual orientation. Teacher educators scored at culturally sensitive levels for all subgroup areas. The teacher educators' lowest sensitivity levels were for issues of language/immigration. For both groups, the highest sensitivity levels related to issues of race. There was a statistically significant difference between the two groups in their overall beliefs about diversity issues. (Contains 31 references and 6 tables.) (SM)

ED 454 217 SP 040 096

Vessel, Amy Massey; Daane, C. J.
A Comparison of Cooperating Teachers' Perceptions of Their Supervision When Involved in a Collaborative Model or a Non-Collaborative Model.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Master Teachers; *Practicum Supervision; Preservice Teacher Education; Student Teaching; Teacher Attitudes; *Teacher Collaboration

This study compared the attitudes of elementary level collaborative and traditional cooperating teachers regarding their supervisory skills and confidence levels. It also examined how teachers collaborated and how collaborative cooperating teachers perceived Clinical Master Teaching (CMT) meetings. Student teachers were placed in schools with either activities. Although the students did not always ask wonderment questions spontaneously, they were able to generate such questions when prompted to do so. (Contains 2 tables and 41 references.) (Author/SLD)

ED 454 237 TM 032 835

Green, Kathy E.; Boser, Judith A.
Trends in Postal Mail Survey Response Rates through 1999.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mail Surveys; *Research Methodology; *Response Rates (Questionnaires); Responses; Scholarly Journals; Trend Analysis

Reviews of 227 comparative studies and 50 descriptive studies covering the time periods 1931-1999 and 1975-1999 respectively, revealed little change in response rates over time for postal mail surveys. Significant differences were found in comparative studies' response rates based on the academic area represented by the journal in which studies were published, with response rates higher for education and psychology journals than for business journals. Based on results of these reviews, as well as a review of textbook advice to researchers, it is recommended that the minimum standard for response rate vary by population accessed but be set at 50% for business surveys and 70% for surveys in education or psychology. (Contains 4 tables and 88 references.) (Author/SLD)

ED 454 238 TM 032 836

Livingstone, Phaedra; Lemelin, Nathalie
Doing Collaborative Museum Education Research: A Comparison of Findings from Two Case Studies on Educational Delivery at a Canadian Science Centre.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Cooperation; Educational Facilities; Foreign Countries; *Instructional Effectiveness; *Museums; *Professional Development; Qualitative Research; *Research Methodology; Researchers; *Science Teaching Centers; Teaching Methods
IDENTIFIERS- Museum Educators; Ontario (Toronto)

Researchers examined two independent museum education studies conducted at the same large science center in Toronto, Canada, and considered the implications of both studies for museum education. Study "A" explored museum development practice and its relation to casual visitor understandings of key concepts. Study "B" engaged science center educators in critical reflection on their pedagogical practices related to the delivery of a design and technology workshop. Study A was a multiple method qualitative case study that included semi-

17 references.) (SLD)

ED 454 257 TM 032 860

Clarke, Marguerite
Quantifying Quality: Technical Issues Surrounding "U.S. News and World Report's" Rankings of U.S. Colleges and Graduate Schools.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; *Educational Quality; *Evaluation Methods; Higher Education; *Periodicals; Program Evaluation; *Research Methodology; *Validity
IDENTIFIERS- Educational Indicators; *Rank Order; *U S News and World Report; Weighting (Statistical)

This paper examines two common criticisms of the method that "U.S. News and World Report" used in its annual rankings of the academic quality of colleges and graduate schools. There are constant changes to the formula that make it impossible to interpret yearly shifts in a school's relative ranking in terms of change in its academic quality and the overly precise nature of the scores used to rank schools. This paper does not judge the overall concept of academic quality rankings and the validity of different indicators; it focuses on the extent to which methodological issues may affect the interpretation of the "U.S. News" rankings. To gauge the changes in ranking formulas, four types of change were identified and tracked over 6 years: (1) changes in the weight assigned to an indicator; (2) the removal of an indicator; (3) the addition of an indicator; and (4) changes in an indicator's definition or methodology. Five graduate discipline rankings and two undergraduate rankings (national university and national liberal arts) were examined. Analyses show that it is generally not possible to interpret year-to-year shifts in a school's rank in terms of its academic quality. It is possible, depending on the ranking, to make cross-year comparisons of a school's relative performance on between one-third and three-quarters of the individual indicators used. Results of the error analyses call into question the use of overall scores to assign schools to individual ranks. Recommendations are made for improving the interpretability and usefulness of the "U.S. News" rankings. Current "U.S. News" College and Graduate School Ranking Methodology is appended. (Contains 15 tables and 15 references.) (SLD)

ED 454 258 TM 032 861

Bliss, Leonard B.; Tashakkori, Abbas
Content-Related Issues Pertaining to Teaching Statistics: Making Decisions about Educational Objectives in Statistics Courses.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Department to the Classroom and the Classroom to the State Department.

PUB DATE- 01

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Program Descriptions; Program Evaluation; *Research Design; School Districts; *State Programs

IDENTIFIERS- Iowa

Staff members at the Iowa Department of Education are involved in a 3-year initiative (1998-2001) to strengthen school improvement efforts at the local school, district, and intermediate service agency levels. Papers presented at a symposium of the American Educational Research Association annual meeting describe the multiple purposes and design of this initiative and how it is being studied. This paper describes the four symposium papers: (1) "Rationale and Design for Every Child Reads: A Statewide (Iowa) Action Research Initiative on Literacy and School Improvement" (Nina Carran); (2) "The Professional Development Orientation of Every Child Reads" (Chris Rinner); (3) "Building Knowledge, Skill, and Capacity for Internal and External Facilitation and Leadership" (Assessment Consultant, Iowa Department of Education); and (4) "The Action Research Orientation of Every Child Reads" (Emily Calhoun). (Contains 11 references.) (SLD)

ED 454 279 TM 032 888

Parshall, Cynthia G.; Kromrey, Jeffrey D.; Harmes, J. Christine; Sentovich, Christina

Nearest Neighbors, Simple Strata, and Probabilistic Parameters: An Empirical Comparison of Methods for Item Exposure Control in CATs.

SPONS. AGENCY- Defense Manpower Data Center, Monterey, CA.

PUB DATE- 01

NOTE- 60p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Estimation (Mathematics); Item Banks; Monte Carlo Methods; *Test Items

IDENTIFIERS- *Item Exposure (Tests)

Computerized adaptive tests (CATs) are efficient because of their optimal item selection procedures that target maximally informative items at each estimated ability level. However, operational administration of these optimal CATs results in a relatively small subset of items given to examinees too often, while another portion of the item pool is almost unused. This situation both wastes a portion of the available items and can be a security risk. A number of exposure control methods have been developed to reduce this effect. In this study, the effectiveness of three methods was investigated in comparison commentary. This issue's featured topic is "Third International Mathematics and Science Study-Repeat" and contains the first three articles: (1) "Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective: 1995 and 1999" (Patrick Gonzales, Christopher Calsyn, Leslie Jocelyn, Kitty Mak, David Kastberg, Sousan Arafeh, Trevor Williams, and Winnie Tsen); (2) "Invited Commentary: Lessons from the Third International Mathematics and Science Study--Repeat" (Margaret Cozzens and Susan H. Fuhrman); and (3) "Invited Commentary: TIMSS-R: Innovation in International Information for American Educators" (David P. Baker). The second section, "Elementary and Secondary Education," includes: (4) "Changes in High School Vocational Coursetaking in a Larger Perspective" (David Hurst and Lisa Hudson); (5) "Key Statistics on Public Elementary and Secondary Schools and Agencies: School Year 1997-98" (Lee M. Hoffman); (6) "Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2000-2001" (Lena McDowell); (7) "Monitoring School Quality: An Indicators Report" (Daniel P. Mayer, John E. Mullens, and Mary T. Moore); (8) "Advanced Telecommunications in U.S. Private Schools: 1998-99" (Basmat Parsad, Rebecca Skinner, and Elizabeth Farris); and (9) "A Primer for Making Cost Adjustments in Education" (William J. Fowler, Jr. and David H. Monk). The following section, "Postsecondary Education," includes: (10) "Undergraduates Enrolled with Higher Sticker Prices" (John B. Lee); (11) "From Bachelor's Degree to Work: Major Field of Study and Employment Outcomes of 1992-93 Bachelor's Degree Recipients Who Did Not Enroll in Graduate Education by 1997" (Laura J. Horn and Lisa Zahn); and (12) "Degrees and Other Awards Conferred by Title IV Participating, Degree-Granting Institutions: 1997-98" (Frank B. Morgan). The final section, "Crosscutting Statistics," contains: (13) "Digest of Education Statistics: 2000" (Thomas D. Snyder and Charlene M. Hoffman). (Contains 25 tables and 17 figures.) (SLD)

ED 454 300 TM 033 159

Staff Data Handbook; Elementary, Secondary, and Early Childhood Education: 2001 Edition.
PUB DATE- 01
NOTE- 298p.; By Administrative Records Development Project, Council of Chief State School Officers. Project Officer: Beth Young.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; Early Childhood Education; Elementary Secondary Education; *Information Dissemination; *School Personnel; School Statistics

This handbook was developed to provide guidance concerning the consistent maintenance of staff information by education agencies, schools, early childhood centers, and other institutions and for researchers involved in the collection of staff data. The handbook is not a data collection instrument, nor does it reflect any federal data maintenance requirements. Chapter 1 provides an introduction to the handbook and its uses. Chapter 2 contains a more detailed description of the Handbook's contents and uses, and Chapter 3, discusses the collection, use, and dissemination of data and information about individual staff members and how staff record systems can

ED 454 318 UD 034 238

Sirin, Selcuk; Jackson, Lisa R.
Examining School Engagement of African American Adolescents.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Adolescents; *Black Students; High Schools; *Self Esteem; Sex Differences; *Student Participation
IDENTIFIERS- *African Americans; *Student Engagement

This study investigated the impact of behavioral and affective factors on 688 African American high school students' academic performance, examining the relationship between school engagement, educational expectations, self-esteem, and school achievement; noting differences between males and females; and discussing whether behavioral and affective factors made a difference on school performance above and beyond such background factors as grade, socioeconomic status, and cognitive function. Information came from the National Longitudinal Study of Adolescent Health (ADD Health). Indexes were developed for school performance, school engagement, self-esteem, and future education expectations. The dependent variable was academic achievement in four subjects. Overall, behavioral components of school engagement predicted school achievement better than the affective component. Students who actively participated and paid attention did well academically. Future educational expectations significantly impacted school performance. Self-esteem did not influence achievement, though it was linked to behavioral components of school engagement and future education expectations. Girls did better than boys academically, participated in school-related activities at a higher rate, and attended school more regularly. Boys had higher self-esteem. (Contains 38 references.) (SM)

ED 454 319 UD 034 239

Clardy, Pauline; Cole-Robinson, Cynthia; Jones, Terrence O'C.; Michie, Gregory
The Classroom and the Community: African American Youth Speak Out.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Black Students; Cultural Differences; *Cultural Influences; *Culturally Relevant Education; Documentaries; Elementary Secondary Education; Qualitative Research; Student Participation; Student Projects; *Urban Schools; Videotape Recordings

In studying urban schools, researchers have identified several critical curriculum issues related to the miseducation and alienation of African American students. This paper looks at three such issues: the disconnection between the school curriculum and African American students' cultural backgrounds and environments (e.g., black dialect versus standard English); the lack of attention by teachers to the non-school versus the in-school curriculum (there must be a child-centered curriculum and Canada" (Cynthia Leung); (5) "Students as Cultural Beings: Motivation, Learning, and Achievement among Students of Diverse Ethnic Backgrounds in Australia" (Clarence Chi-hung Ng); (6) "Multicultural Education in Post-Soviet Latvia: Balancing the Legacies of the Past and a Vision for the Future" (Iveta Silova and Guntars Catlaks); (7) "Immigration Policy, Multicultural and Anti-Racist Education in Australia: Charting the Changes" (Bob Hill and Rod Allan); (8) "Validation of the Multicultural Personality Questionnaire among an Internationally Oriented Student Population in Taiwan" (Stefan T. Mol, Jan-Pieter van Oudenhoven, and Karen I. van der Zee); (9) "Education Needs for Cross-Cultural Convergence in Family Legal Duties and Reciprocal Responsibilities: Comparisons across Taiwan, Mainland China and the United States" (Oliver C. S. Tzeng); (10) "Literature, A Driving Force in Ethnic Identity and Social Responsibility Development" (Nancy Hansen-Krening, Donald T. Mizokawa, and Zhongming Wu). (Chapters contain references.) (SM)

ED 454 338   UD 034 259

Tseng, Thomas
Ethnicity in the Electronic Age: Looking at the Internet through a Multicultural Lens.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Measures; Blacks; *Cultural Differences; *Cultural Influences; *Ethnicity; Hispanic Americans; *Information Technology; *Internet; Surveys
IDENTIFIERS- African Americans; *Technology Utilization

This research report examines the unique preferences, attitudes, motivations, and practices of ethnic Internet users, particularly African Americans and Hispanic Americans, discussing implications for marketing to U.S. ethnic communities. Data come from field research collected between August-November 2000. Researchers partnered with popular ethnic web agencies that targeted online African Americans and Hispanics with ethnic-specific web content. Visitors were solicited to participate in the study. Participants completed a 34-item survey instrument in either English or Spanish. A total of 3,499 surveys were completed by 766 African Americans, 1,439 Hispanic Americans, and 1,294 general market respondents (predominantly Anglo). Results indicated that the interplay of culture and technology shaped the behavior and attitudes of respondents in many ways (how they obtained access, the type of online activities they engaged in, and their degree of trust and comfort in the inner workings behind a computer screen in order to provide personal information). Online African Americans, Hispanic Americans, and general market populations thought and behaved very differently from each other and in ways that were consistent with the patterns of others with their ethnic and cultural backgrounds. A high number of African American and Hispanics were found to use the Internet for career advancement and professional development, information on family, relationships and health, and for educational purposes, while fewer than one third of African American and Hispanic respondents reported having purchased products over the Internet. (SM)

ED 454 339   UD 034 260

(e.g., eliminating the city's structural deficit and facilitating the inflow of private capital). (Contains an extensive bibliography). (SM)

ED 454 358 UD 034 289

Kober, Nancy
It Takes More Than Testing: Closing the Achievement Gap. A Report of the Center on Education Policy.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.; Ford Foundation, New York, NY.; Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 47p.; Also funded by Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Data Interpretation; Educational Policy; Elementary Secondary Education; Equal Education; High Stakes Tests; *Minority Group Children; Racial Differences; Racial Discrimination; Scores; Standardized Tests; Student Evaluation

This report provides educational stakeholders with information about how to close the achievement gap in education. Researchers reviewed several analyses of test score data and various studies of the gap and its causes. Part 1 contains background information and discusses why this gap has become such a critical issue, reviews basic principles, and explains data sources. Part 2 analyzes the nature and extent of the achievement gap on various tests and summarizes trends in the gap over time. Part 3 reviews the main factors proposed by researchers to explain the achievement gap and outlines leading strategies for closing it. Part 4 contains suggestions to policymakers about how to evaluate various strategies for closing the gap and discusses why a comprehensive approach is needed. Promising strategies highlighted in this review include: increasing the participation of minority students in challenging academic programs; providing extended and intensive support for low-performing students; lowering class size in high minority schools; and strengthening parent and community support for achievement. (SM)

ED 454 359 UD 034 290

Kosar, Kevin
The Tip of the Iceberg: SURR Schools and Academic Failure in New York City. Civic Report.
PUB DATE- 01
NOTE- 16p.; Introduction by Joseph P. Viteritti.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Failure; Disadvantaged Schools; Educational Quality; Elementary Secondary Education; Minority Group Children; Poverty; Public Schools; Racial Differences; Tables (Data); *Urban Schools
IDENTIFIERS- *New York City Board of Education

This report presents statistical data on academic failure in New York City's Schools Under Registration Review (SURR) schools. The tables and charts focus on: SURR schools in New York state; SURR schools by grade level; academic achievement in new SURR schools; academic performance in all SURR schools; children attending New York City SURR Schools (racial composition and

(Florida) campuses and centers during the fall 2000 term and to highlight enrollment changes. Campus and center enrollment includes any student taking a course at that location, while college-wide data give an unduplicated count of students for the term. Findings include: (1) fall term 2000 credit enrollment was 47,637, a 1.6% increase from fall 1999. Notable increases occurred for females (859 students), full-time students (464), former students (1,017), and students with a matriculation code of "Upgrade Skills" (1,599), suggesting that current students are taking additional courses and that former students are returning for job upgrade; (2) ethnic proportions changed very little: 64% Hispanic; 22% Black non-Hispanic; and 13% White non-Hispanic; (3) most credit enrollees were continuing students (66%) pursuing an Associate in Arts degree (64%); (4) fall term 2000 Postsecondary Adult Vocational (PSAV) Student enrollment was 3,246, an 18% increase from fall 1999; and (5) Continuing Workforce Education (Supplemental) enrollment was 10,210, an increase of 27%, the highest enrollment of any non-credit category. Contains seven tables. (JA)

ED 453 877   JC 010 433

Evaluation of NVCC Counseling and Career Center Services. Research Report.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; *Counseling Services; Participant Satisfaction; Student Needs; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College; *Student Support Services

This report presents the findings from the Student Development Survey administered to Northern Virginia Community College (NVCC) students in the spring 2000 semester. The survey was distributed to students in 23 randomly selected classes at the 5 NVCC campuses. Although the survey sought feedback concerning student satisfaction with NVCC counseling services, student activities services, and admissions and record services, only findings pertaining to the Counseling and Career Center Offices section of the survey are presented in this report. Respondents were asked to evaluate the quality of six services provided by the counseling and Career Center Offices: transfer information, academic advising, career counseling, job referral information, personal counseling, and counseling for students with disabilities. Based on 405 responses, findings include: (1) the areas of transfer information, academic advising, personal counseling, and counseling for students with disabilities received ratings of "good" or "excellent" from the majority of the respondents (51% to 75%); (2) 91% of the respondents stated they were treated in a courteous manner by the staff at the Counseling and Career Center Offices; (3) the majority of the respondents rated the overall quality of services as average or better; and (4) there were few differences among the respondents from different campuses or those enrolled in ELI (English Language Institute) courses. Contains 40 tables and 8 figures. (JA)

ED 453 878   JC 010 435

The guide consists of three parts: (1) a description of the institutional evaluation, its nature, its objectives and scope; (2) a discussion of the criteria selected and the execution of the evaluation, including the main documents to consult and produce; and (3) a description of the proposed standard report to account for the process. Evaluation criteria include: (1) the college pursues objectives which are clear, pertinent and congruent with its mission; (2) the college's organization and management promotes the attainment of its objectives and the fulfillment of its mission; (3) the college makes use of appropriate methods to ensure its development within the framework of its mission; and (4) the college demonstrates integrity and transparency in its communication practices. Appended are documents to be attached to the self-assessment report, documents to be made available to the Commission during the visit, and a list of Advisory Committee members. (LD)

ED 453 898   JC 010 465

Shelton, Dick
Piedmont Technical College 2000 Report of Institutional Effectiveness.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Transfer Students; Educational Assessment; *Institutional Evaluation; *School Effectiveness; *Student Characteristics; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Piedmont Technical College SC

This document is the 2000 Institutional Effectiveness report from Piedmont Technical College (South Carolina). The areas that the report addresses are: academic advising, achievement of transfer students, and student development. Findings conclude that advisors need to consider work schedules and job demands when advising students, that Piedmont is seeing an increase in the numbers of students who are not seeking transfer, and that Piedmont needs to improve its leadership skills development programs for students. The report also concluded that its social and cultural activities such as intramural sports and concerts are a success as attendance and participation is growing and all of the intramural teams were full for all sports. Additionally, participation in student clubs continues to grow each year. With regard to achievement of students after transfer, it is reported that non-White transfer students from Piedmont fare worse academically at their four-year institutions as compared with their non-White counterparts. This document gives detailed information about how Piedmont collected data for this report. (LD)

ED 453 899   JC 010 467

Jagoda, Anna May; Goldstein, Cheryl
Labor Trends: Overview of the United States, New York City, and Long Island.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)

Practices; Early Childhood Education; Influences; *Mass Media Effects; *Parent Role; *Teacher Role; Television; Television Research; *Television Viewing; Violence; *Young Children
IDENTIFIERS- Television Literacy

This paper provides an overview of the impact of television on young children, with a special emphasis on the relationship among TV, childhood, and violence, and on developmentally appropriate television. Further, the paper provides strategies for parents and early childhood educators to use in taking control of the television. The paper is premised on the following ideas: (1) parents are the real experts on their own children; (2) all children and all families are different; (3) families have different ways of using television; (4) television is not wholly bad--there are both good and bad aspects to television; (5) television influences children--the more they watch, the bigger the influence; (6) talking and thinking about television helps reduce its impact; and (7) early childhood educators can play an important role in helping children think and talk about television. The paper discusses how early childhood educators, in assessing the impact of television on young children's behavior, should consider TV programs in the context of developmental appropriateness. (EV)

ED 453 917 PS 029 473

Kamerman, Sheila B., Ed.
Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, New York, May 11-12, 2000).
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Foundation for Child Development, New York, NY.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 01
NOTE- 320p.; For individual papers, see ED 442 549 and PS 029 474-478.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Child Care Occupations; Child Caregivers; *Day Care; *Early Childhood Education; Educational Finance; Financial Support; *Foreign Countries; National Programs; Outcomes of Education; *Policy Analysis; Primary Education; *Program Descriptions; Program Effectiveness; Training
IDENTIFIERS- Child Care Costs; Day Care Quality; Linkage; Organisation for Economic Cooperation Development

This report is the result of the first consultative meeting of international and U.S. experts in the field of early childhood education and care (ECEC). In addition to providing information on international developments in ECEC, a primary objective of the meeting was to identify possible policy, program, research, and demonstration ideas of relevance to ECEC in the United States that foundations might want to support. Special attention was paid to such topics as: (1) trends and issues in the Organization for Economic Cooperation and Development (OECD); (2) staffing of ECEC programs--staff training, qualifications, and compensation; (3) the costs of ECEC programs and how they are financed, including the role of parent fees; (4) the links between ECEC and primary school; and (5) the state of knowledge regarding outcomes of ECEC programs. The meeting included presentation and discussion of several research papers, which are included here: (1) "An Overview of ECEC Developments in the OECD Countries" (Sheila B. Kamerman); (2) "Workforce Issues in Early Childhood Education and Care" (Peter Moss); (3) "Cross-National Variation in ECEC Service

One Family's Story" (Suzanne Arnold); (2) "Nurturing Neurology: The Family's Role in Early Brain Development" (Mary Margaret Crombez); (3) "Indulging Daydreams: Encouraging Imaginative Play" (Margaret Packo); (4) "Supporting Separated and Divorced Families" (Anne K. Soderman); (5) "Four Generations of Mothers" (Marilynn M. Rosenthal); and (6) "One Step Ahead: Parenting Perspectives through Time." (SD)

ED 453 937 PS 029 518

Strengthening Your Child's Academic Future.
SPONS. AGENCY- National Education Association, Washington, DC.; National Governors' Association, Washington, DC.; Department of Education, Washington, DC.; Achieve, Inc., Washington, DC.; American Federation of Teachers, Washington, DC.; National Alliance of Business, Inc., Washington, DC.; Chamber of Commerce of the United States, Washington, DC.; Business Roundtable, Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 17p.; Major support provided by Leo Burnett Company, Inc., and the MCI Foundation. For the Spanish version, see PS 029 800.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Children; *Elementary School Students; Family School Relationship; *Parent School Relationship; *Parent Student Relationship; Performance Factors; *Secondary School Students
IDENTIFIERS- *Parent Expectations

In classrooms across America, academic standards are being raised. This brochure is intended to help parents understand the importance of higher academic standards and to provide questions that parents can ask teachers and administrators to learn what they need to know about the expectations at their children's school. The brochure first defines higher standards and highlights how children can become "academically fit" for the future. A sampling of academic work from schools where high standards are already in place is then presented for 2nd grade writing and English, 4th grade reading, 7th grade math, 8th grade history, high school science, high school English, 8th grade math, and 8th grade science. The brochure then offers suggestions for creating a regular dialogue with the child's teacher, and presents questions to ask in five areas: (1) "What skills and knowledge will my child be expected to master this year?"; (2) "How will my child be evaluated?"; (3) "What can I do to stay more involved in my child's academic progress?"; (4) "How do you accommodate differences in learning?"; and (5) "How are students prepared for further learning after high school?" Additional questions to ask if the child is in high school are included. The brochure concludes with suggested activities to reinforce learning at home in the areas of reading/writing, math, social studies, science, and the arts. A list of sources on academic standards is included. (HTH)

ED 453 938 PS 029 520

Bellm, Dan; Haack, Peggy
Working for Quality Child Care: Good Child Care Jobs Equals Good Care for Children.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos,

(KB)

ED 453 955 PS 029 538

Sugimura, Kazumi
Transition in the Levels of Relatedness in Identity Exploration.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Society for Research on Identity Formation (8th, London, Ontario, Canada, May 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; *Adolescent Development; *College Students; Females; Foreign Countries; Friendship; Higher Education; *Late Adolescents; Relationship; Significant Others; Theories
IDENTIFIERS- *Identity Formation; Japan; Relationship Quality

Identity formation from a relational viewpoint is a process of internalizing the expectations, needs, and opinions of significant others while recognizing and expressing one's own needs and interests. To achieve this, adolescents must resolve disagreement between their own and others' points of view through mutual regulation between self and others. This study examined mechanisms of transition between levels of relatedness in identity formation, focusing on transition to Levels 5 and 6 in which adolescents are actively engaged in balancing one's own and others' points of view. Participants in this qualitative study were 31 Japanese female university students ages 20 and 21 years. The Ego Identity Interview was administered three times during the junior and senior years at various points during the job seeking process. The interview covered occupations, friendships, dating, and sex roles. Interview transcripts were examined within two frameworks of the development in representation of relationships and the structural transition in identity formation. Findings indicated that disagreements between one's own and others' points of view at Level 5 were marked by recognizing discrepancies between an adolescent's existing representation of relationships and a new one. This new representation was mainly provoked by a significant other's act. Negative emotional states played an important role in constructing a new representation. Once the discrepancy between the representations was recognized, the discrepancy reduction process began. Coordinating the two representations was achieved intrapsychically rather than through verbal negotiation. Findings indicated that transition in levels of relatedness was promoted by interaction between the adolescent and others and the adolescent's individual effort with specific mechanisms influenced by the sociocultural context. (KB)

ED 453 956 PS 029 539

Evans, Mary Ann; Bell, Michelle; Mansell, Jubilea; Shaw, Deb
Parental Coaching in Child-to-Parent Book Reading: Associations with Parent Values and Child Reading Skill.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English

in the last 30 years require that Head Start programs learn how to access new populations, encourage their participation, and tailor programs to meet their unique needs, this study was commissioned to better understand the diversity in language and culture of the Head Start population. The study's objectives were to describe the Head Start population, describe the services developed to address unique needs of children and families from diverse linguistic and cultural backgrounds, and describe barriers faced by programs as they address the needs of an increasingly diverse population. Both qualitative and quantitative methods were used, including the annual self-report survey of programs, additional surveys sent to programs nationwide (1,413 returned of 2,000 sent), and site visits to 30 programs, including 58 classrooms in 1995. Among the major findings are the following: (1) over two- thirds of Head Start children are minorities; (2) over 140 languages are spoken by Head Start children, the most common being English (79 percent) and Spanish (18 percent); (3) Head Start programs are modifying their outreach strategies to reach new populations; (4) Head Start staff generally reflect the backgrounds and languages of enrolled children; (5) multicultural materials are plentiful; (6) bilingual and multicultural activities are not often used in daily activities; (7) parents were pleased with multicultural and bilingual services; (8) parent involvement remains important; (9) parent involvement staff encourage and support parents in many ways; and (10) health services were somewhat constrained by limited bilingual services in communities. Since the conclusion of this study, the Head Start Bureau has moved forward to develop new standards to require grantees to better meet unique needs of children and families of bilingual and multicultural backgrounds. (Contains 10 references.) (Author/KB)

ED 453 972 PS 029 563

Meade, Anne
New Zealand Funding of Early Childhood Education.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Day Care; *Early Childhood Education; Educational Finance; Enrollment; Expenditure per Student; Family Day Care; *Financial Support; Foreign Countries; *Government Role; Kindergarten; *Public Policy
IDENTIFIERS- New Zealand

Prepared for the World Bank, this report provides information on the development of early childhood services (ECS) in New Zealand and funding arrangements for ECS. Following an introductory description of the nation of New Zealand, the report discusses the historical context for the development of ECS. It is noted that the government's ad hoc approach to supporting ECS resulted in inequitable access to and funding for ECS. A Working Group on Early Childhood Care and Education (the Meade Committee) was established in 1988 to provide proposals related to access and funding inequities. The group's main recommendation, issued in September 1988, was that all licensed and chartered ECS be funded directly through bulk grants. It was also recommended that fees subsidies for low income families be continued and that tax rebates be dropped. New Zealand's "Before Five" policy, announced in 1989, included the removal of tax deductions for early childhood care and training, and children's services in rural and remote Australia. Common features of each study include a description of the local context, the targeted group for each program, significant features, sustainability factors, major success factors, and plans for improvement. The South Australian case study highlights a vocational aquaculture course that prepares high school students to work in the area aquaculture industry. In Western Australia, a program makes information technologies and specialist assistance available to community members at school facilities outside school hours. Efforts to provide further opportunities to New South Wales students, especially indigenous students, consist of early childhood programs, parenting classes, school-to-work programs, and a course in Aboriginal performing arts. A Queensland high school instituted a school-industry partnership for developing a trained local workforce. In Tasmania, a vocational education training program for high-risk and adult students is described. Several Victorian schools cooperate in the provision of a broader range of courses via distance education to increase student retention. In the Northern Territory, a vocational education program that takes account of Aboriginal culture and learning styles is offered to limited-English-speaking secondary students. In South Australia, four regional schools cooperate in delivering vocational education programs with support from the Catholic system. A contact person is provided for each case study. (TD)

ED 453 991 RC 023 007

Dunn, Randy J.
The Rural Education Dichotomy: Disadvantaged Systems and School Strengths.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Consolidated Schools; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Politics of Education; *Rural Education; Rural Schools; *School Districts; Small Schools
IDENTIFIERS- *Rural Suburban Differences

The educational advantages conferred by rurality and smallness have their greatest impact at the school and classroom level, but this same rurality creates district or system-level problems that have often been solved by consolidation. Consolidation efforts have been waning because they are politically unpopular, good economic times allow states to prop up unnecessarily small districts, and courts have adopted a noneconomic meaning of "efficiency." The next wave of consolidation will be driven by the suburbanization of rurality, the homogenization of education resulting from the adoption of common academic standards and accountability structures, and the pervasive influence of corporate mergers. The dichotomy facing rural education today is how to reap the systemwide benefits of consolidation, such as efficient use of funds and more specialization of human resources, while not disrupting the many effective rural educational practices, such as personalization of learning and the sense of community. Ideas for addressing this dichotomy include: regionalizing the property tax base; considering additional funding or weightings; providing greater flexibility in accounting; tying school districts into overarching rural development

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; High Risk Students; Higher Education; *Hispanic American Students; *Mentors; Social Support Groups; *Student Adjustment; *Student Attitudes; Student Surveys
IDENTIFIERS- California State University Dominguez Hills; Latinos; *Protege Mentor Relationship; *Student Support Services

The Faculty Mentoring Program (FMP) at California State University, Dominguez Hills, provides faculty mentors to students defined as "at-risk." FMP aims to encourage faculty-student interaction through a mentoring relationship that will lead to improved student achievement, retention, and graduation and to better faculty understanding of at-risk students such as minorities and older adults. A study examining how mentoring relationships facilitate Latino students' academic adjustment to college surveyed 32 Latino students who participated in FMP. Results indicate that after joining the FMP, Latino students improved on two of the three college adjustment measures: college self-efficacy and academic goal definition. Latino students who were matched with mentors of the same ethnicity perceived their mentors to be more helpful in furthering their career and personal development and were more satisfied with the program than did students who had mentors of different ethnicity. Finally, frequency of contact was positively associated with Latino students' adjustment to college, perceived mentor helpfulness in furthering students' career and personal development, and overall satisfaction with the FMP. (Contains 19 references.) (TD)

ED 454 009 RC 023 030

Berkshire, Steven; Smith, Gary
Bridging the Great Divide: Connecting Alaska Native Learners and Leaders via "High Touch-High Tech" Distance Learning.
PUB DATE- 00
NOTE- 17p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Education; *Alaska Natives; *American Indian Education; Computer Uses in Education; *Culturally Relevant Education; *Distance Education; Geographic Isolation; Higher Education; Internet; *Rural Education; Teacher Education
IDENTIFIERS- Alaska; *Alaska Pacific University

The Rural Alaska Native Adult program of Alaska Pacific University is specifically designed for adult Native learners. Courses in business administration, human services, and teacher education are offered to rural Native adult students via an interactive Internet-based format after an initial 1-week residency. The Internet component is facilitated via an interactive Internet seminar in a primarily asynchronous format. Course content is covered in applications-based, problem solving; highly inductive, integrated discussions; and debates. Tasks are frequently small-group or cohort-based, encouraging teamwork and leadership growth. The asynchronous format allows time for reflection, critical thinking about issues, and discussion of the subject matter with local mentors camper fees. Respondents said they wanted to increase camper numbers and include all children, but they struggled to include low-income campers. Tables of mean item responses are included, along with the top five issues in each category. (SV)

ED 454 027 RC 023 083

Scholl, Kathleen; McAvoy, Leo; Smith, John
Benefits and Components of an Inclusive Adventure Program for Families with Children Who Have a Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 12p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Camping; *Disabilities; *Family Environment; *Family Programs; Family Relationship; Leisure Education; *Normalization (Disabilities); Program Attitudes
IDENTIFIERS- Minnesota; *Outdoor Recreation

A nonprofit outdoor adventure organization and a nonprofit advocacy organization for persons with disabilities and their families collaborated to develop a comprehensive, inclusive, outdoor recreation program for families. Ten Minnesota families having one or more children with a disability participated in Project FIT (Families Integrating Together) over an 8-month period. Program activities included 20 hours of outdoor skills training and trip planning, a family outdoor adventure trip of 3-6 days duration, and opportunities for families to share common interests and mutual support. Each family integrated into a regularly scheduled canoeing or camping trip in Minnesota or Wyoming. Family interviews and a focus group revealed that families benefitted from program participation by increases in their knowledge and confidence as a family unit. Pretrip training sessions helped to decrease parents' fears about camping, and most families came home from the extended trip with increased confidence about planning family outings and managing their child in the outdoors. Families identified five program elements that contributed to successful whole-family participation: attention to safety, appropriate but real challenge, opportunities for socialization among all family members, balance of group and individual activities, and qualified staff to provide technical and personal support. Challenges for program staff included getting families to enroll, designing appropriate training sessions, and helping families determine their support needs in a strange environment. (Contains 20 references.) (SV)

ED 454 028 RC 023 084

Toupence, Rachelle H.; Townsend, Christine D.
Leadership Development and Youth Camping: Determining a Relationship.
PUB DATE- 00
NOTE- 9p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

and student and parent attitudes about science homework. Two hundred and fifty-three students from ten classes of sixth and eighth grade students participated in this study that lasted eighteen weeks during the school year. Six classes of students completed Teachers Involve Parents in Schoolwork (TIPS) interactive assignments, and four classes completed non-interactive assignments (ATIPS). TIPS students received instructions to involve a parent or other family partner in certain sections of the homework assignment while ATIPS students received the same assignment with no instruction for family involvement. Results indicated that TIPS students more often involved parents in their science homework assignments than did ATIPS students; however, TIPS science students reported no more parental or family involvement in homework than ATIPS students where teachers did not assign interactive homework. The results of this study indicate the benefits of well-designed interactive homework for students in terms of levels of family involvement in homework, science attitudes, and science achievement. Appended are: Sample 8th Grade Geology TIPS Activity parent and student handouts. Contains 36 references, 5 tables, and 2 figures. (SAH)

ED 454 050 SE 064 904

Dhingra, Koshi; Miele, Eleanor; MacDonald, Maritza; Powell, Wayne
Museum-College-School: A Collaborative Model for Science Teacher Preparation.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Museums; Science Education; *Teacher Education
IDENTIFIERS- American Museum of Natural History NY; City University of New York Brooklyn College

In the context of two summer courses (a science methods course and a geology course), the authors worked with 40 elementary and high school teachers enrolled in Brooklyn College's M.S.E. programs in elementary education or secondary science education. They were involved in different ways, in the teaching of these courses, the organization of a summer institute and other events for educators at the American Museum of Natural History in New York City, and the assessment of project impact on teacher participants and their classrooms. Two of them taught these courses, one represented the American Museum of Natural History and liased with the College as director of professional development at the Museum, while the other worked on assessing project impact by interviewing teacher participants to gain insight into their thinking and practice. (Contains 13 references.) (SAH)

ED 454 051 SE 064 905

Dhingra, Koshi; Wilder, Alice; Sherman, Allison; Leavitt, Karen D.
Science on Television: Case Study of the Development of "Bugs" on "Blue's Clues."
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14,

Florida A&M University--Florida State University CIT Strategic Plan; (9) Georgia Institute of Technology CIT Strategic Plan; (10) North Carolina A&T State University CIT Strategic Plan; (11) North Carolina State University CIT Strategic Plan; (12) University of Florida CIT Strategic Plan; (13) University of North Carolina at Charlotte Strategic Plan; and (14) Virginia Polytechnic Institute and State University Strategic Plan. (YDS)

ED 454 074 SE 064 940

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Strategic Plan Revision, 2000.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum; Educational Change; *Engineering Education; Evaluation; Higher Education; *Marketing; Mentors; Problem Solving; Professional Development; Technology

This document presents the Strategic Plan Revision of the Southeastern University and College Coalition for Engineering Education (SUCCEED). SUCCEED aims to institute a sustainable version of its curriculum model on each of the selected campuses. The areas of expertise in the program include faculty development, outcomes assessment, technology-based curriculum delivery, student transitions, freshman experience, transfer, and mentoring. Contents include: (1) Introduction; (2) SUCCEED's Organizational Structure--Its Foremost Strategy (Campus Implementation Teams, Coalition Focus Teams, and Coalition Service Teams); (3) Changes in SUCCEED's Management Structure (Rationale for Changes, Proposed Changes, and Concerns Regarding Changes); (4) SUCCEED's Overall Goals and Milestones; (5) SUCCEED's Core Strategies; (6) Dissemination CST Strategic Plan; (7) Clemson University Strategic Plan; (8) Florida A&M University--Florida State University CIT Strategic Plan; (9) Georgia Institute of Technology CIT Strategic Plan; (10) North Carolina A&T State University CIT Strategic Plan; (11) North Carolina State University CIT Strategic Plan; (12) University of Florida CIT Strategic Plan; (13) University of North Carolina at Charlotte Strategic Plan; and (14) Virginia Polytechnic Institute and State University Strategic Plan. (YDS)

ED 454 075 SE 064 947

Glozman, Vladimir
Industry-Supported Team Students' Projects.
PUB DATE- 00
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Taipei, Taiwan, August 14-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Engineering Education; Experiential Learning; Higher Education; *Industry; *Partnerships in Education; Professional Development; *School Business Relationship

The industry-supported team students' project enhances visual world, stores this new knowledge and recalls it in our brain. This paper presents an overview of findings from an experimental and interview-based design. The use color promoted long-term meaningful learning and achievement, and enhanced the higher order thinking skills of problem solving. A summary of the five major positive findings are presented in the areas of problem solving achievement, organization of knowledge in memory, problem solving strategy dimensionality, conceptual understanding, and gender differences. Issues of assessment and curriculum planning, and the role of the senses in concept formation are also addressed. Appended are: constructed networks, concepts used in the first VTN and Writing Strategy Topic: Earth and Space Science, and Guidelines for Constructing a Visual Thinking Network. (Contains 34 references, 7 figures, and 1 table.) (Author/YDS)

ED 454 097   SE 065 083

de Jong, Onno, Ed.; Savelsbergh, Elwin R., Ed.; Alblas, Art, Ed.
Teaching for Scientific Literacy: Context, Competency, and Curriculum. Proceedings of the International Utrecht/ICASE Symposium (2nd, October 11-13, 2000).
PUB DATE- 01
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biodiversity; *Decision Making; *Environmental Influences; *Evaluation; Foreign Countries; Numeracy; Perception; *Science Curriculum; Science Instruction; *Scientific Literacy; Secondary Education

The second Utrecht/ICASE Symposium brought a variety of European colleagues together to discuss scientific literacy which has played an important role in curriculum development for the past 25 years. This proceedings contains papers presented at the symposium. Papers include: (1) "Teaching for scientific literacy: An introduction" (Elwin Savelsbergh, Onno de Jong, and Art Alblas); (2) "Environmental literacy: Re-examining the justifications and objectives of environmental education in the context of a risk society" (Marjan Margadant-van Arcken); (3) "Science Education for contemporary society: Problems, issues and dilemmas" (Jonathan Osborne); (4) "Development of a prototype module: An example of a new vision on an A-level Chemistry curriculum" (Hanna B. Westbroek, Astrid M.W. Bulte, and Albert Pilot); (5) "Mathematical and scientific literacy in PISA: The OECD program for international student assessment" (Steven Bakker); (6) "Making a place for newspapers in secondary science education" (Billy McClune and Ruth Jarman); (7) "Effectiveness of teacher-developed scientific and technological literacy materials" (Miia Rannikmae); (8) "A problem-posing approach to teaching for scientific literacy: The case of decision-making about packaging waste" (J. Kortland); (9) "Contextualizing Biodiversity" (Daan van Weelie); (10) "Science and the senses: An educational experiment at the Utrecht University Museum" (Erik Plomp); (12) "Ciencia Viva: An initiative for scientific and technological culture" (Carlos Catalao); and (13) "Towards teaching for scientific literacy: Reflections after the symposium" (Harrie Eijkelhof). A list of participants is also included. (YDS)

ED 454 098   SE 065 085

Kemp, Andrew C.
Scientific Literacy for All: Rationales and Realities.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Education; *Educational Policy; *Educational Practices; *Educational Resources; Elementary Secondary Education; Foreign Countries; Higher Education; *Public Education; *School Effectiveness
IDENTIFIERS- *Cuba; Educational Information

The record of Cuban education encompasses universal school enrollment and attendance; nearly universal adult literacy; proportional female representation at all levels, including higher education; a strong scientific training base, particularly in chemistry and medicine; consistent pedagogical quality across widely dispersed classrooms; and equality of basic educational opportunity, even in impoverished areas, both rural and urban. In a recent regional study of Latin America and the Caribbean, Cuba ranked first in mathematics and science achievement at all grade levels, among both males and females. Cuba's education system has performed so well due to the continuity of its education strategies, which are sustained by high levels of investment and a comprehensive and carefully structured system. The growing body of international research on educational quality and effectiveness has developed broad agreement on many of the factors associated with high school quality and effectiveness. These factors range from systemic factors such as a sufficiency of facilities and resources, a supportive policy environment, and parent and community involvement in schools, to school-based factors such as high expectations, clear goals, creative use of high-quality instructional materials, employment of motivated teachers, ongoing professional development, comprehensive assessment and feedback, and teacher and student involvement in defining, carrying out, and evaluating learning processes and outcomes. The Cuban education system adopted many of these features independently of the school effectiveness and quality research. This paper discusses those features as well as ongoing tensions facing the system. (Contains a 66-item bibliography and five annexes. (BT)

ED 454 118 SO 032 791

Helping the Children: World Bank Directory of HIV/AIDS Interventions in Africa.
PUB DATE- 00
NOTE- 25p.; Mary Eming Young and Amber Surrency, of the World Bank's Early Child Development Team, coordinated the preparation of the directory. Funded by a Dutch Trust Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; *Child Welfare; Foreign Countries; *Geographic Regions; *Health Programs; Public Health; *Young Children
IDENTIFIERS- *Africa; Health Communication; Program Objectives; Sexually Transmitted Diseases; World Bank

This directory is intended to provide information on HIV/AIDS interventions funded by the World Bank that include a component for young children. Data were collected from 1986-2001 fiscal year reports from both freestanding HIV/AIDS projects and those projects with HIV/AIDS components. Countries are listed alphabetically and projects are organized chronologically by each country. The directory highlights examples of options to improve the lives of young children made vulnerable by HIV/AIDS. Each description includes the project's overall consider thoughtfully the causes and ramifications of the Cuban Missile Crisis. The teacher resource book contains a day-by-day lesson plan and student activities. Lesson plans include "U.S. Influence in the Caribbean and Central America," "Retracing the Path to October 1962," "Inside the Cuban Missile Crisis," "Roleplaying the Options," "Examining the Documents of the Cuban Missile Crisis," "Examining the Cuban Point of View," and "Forty Years of U.S. Cuban Relations." (Author/BB)

ED 454 137   SO 032 847

Braley, Christopher
Review of the Literature Regarding McGuire's Inoculation Theory: Early Formulations and Recent Applications.
PUB DATE- 01
NOTE- 56p.; Doctoral Research Paper, Biola University. Cover page title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Theories; *Beliefs; Literature Reviews; Persuasive Discourse; *Religion
IDENTIFIERS- Historical Background; *Inoculation Theory; McGuire (William); Theory Development

As originally formulated by William J. McGuire, Inoculation Theory provided a means of immunizing cultural truisms against the effects of persuasive attacks. Subsequent studies have demonstrated its efficacy in conferring resistance to issues of considerable complexity and controversy. The efficacy of the Inoculation Theory process has been widely attributed to its double-defense action: threat to beliefs motivates subjects to bolster those beliefs, while refutational preemption provides persons with a model for defending the same against attack. Although no research has been conducted to evaluate the utility of Inoculation Theory principles and procedures in considering immunity to matters of religious faith, its success with highly controversial, complex, and personal issues strongly suggests its potential. This research paper consists of seven sections: (1) "Introduction"; (2) "Methodological Considerations"; (3) "Historical Context"; (4) "Early Formulations"; (5) "Challenges to Early Formulations"; (6) "Recent Applications of Inoculation Theory"; and (7) "Conclusion." (Contains 26 references.) (Author/BT)

ED 454 138   SO 032 848

Bogart, Louise; Slaughter, Helen
Peace Education in Two Elementary Classrooms with Diverse Students.
PUB DATE- 01
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Elementary Education; Models; *Student Behavior; *Student Needs; *Teacher Role
IDENTIFIERS- *Peace Education

This paper describes a case study in which two teachers attempted

Classrooms in the United Kingdom are beginning to open up, with teachers working in multidisciplinary teams composed of classroom assistants, nursery nurses, learning support auxiliaries, educational psychologists, community educators, health and social workers, and parent volunteers. This paper identifies published sources of information on multidisciplinary teamworking, noting implications for policy and practice. Four sections focus on: what multidisciplinary teamworking is; what appears to support and encourage multidisciplinary teamworking (personal commitment, a common goal, clarity of roles and communication, and institutional support); what inhibits the development of multidisciplinary teamworking (logistics, the role of professional bodies, and attitudes of team members); and the implications of multidisciplinary teamworking for education in Scotland, which include: there is very little evidence regarding the efficacy of multidisciplinary teamworking in educational settings; the Scottish Executive is committed to fostering social inclusion and has announced ambitious targets; learning and managing multidisciplinary teams requires increased skills and sensitivity; roles in multidisciplinary teams are rarely static; and resources influence the way teams work. (Contains 23 references.) (SM)

ED 454 158   SP 040 023

Wilson, Valerie
Can Thinking Skills be Taught? SCRE Spotlights 79.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain; *Cognitive Processes; *Critical Thinking; Decision Making; Elementary Secondary Education; Information Technology; Problem Solving; *Skill Development; *Thinking Skills
IDENTIFIERS- Higher Order Learning

This literature review on teaching thinking skills examines information from the British Education Index, ERSDAT, and ERIC database. After discussing whether thinking skills can be taught, it describes what science says (e.g., there is much to learn about the working brain, and much of the growth in human brains occurs in early childhood), concluding: that brains are capable of further development, learning requires active learner participation in a social environment, and learners must have teacher support. Thinking skills include being able to collect information, brainstorm new ideas, problem solve, and make decisions, assuming that thinking goes beyond knowledge acquisition and includes the processes of knowing and reflecting on thinking. Higher order thinking skills are important for many reasons, including: individuals cannot store sufficient knowledge in their memories for future use, and modern society requires active citizenship. Two main approaches to teaching accelerated cognition include offering specifically designed programs and embedding it in the curriculum. Examples of such approaches are presented, noting what research says about them and presenting conclusions drawn from the research related to: the concept of the mind, a possible framework, a possible third approach, outcomes, what is achievable, and information and communications technology. (Contains 15 references.) (SM)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Cultural Awareness; *Cultural Pluralism; Educational Change; Educational Technology; Moral Values; Secondary Education; Student Attitudes; Thinking Skills
IDENTIFIERS- Transformational Leadership

This study examined abilities and conditions necessary to educate teens for the 21st century, surveying teachers worldwide on: characteristics necessary to meet 21st century challenges; opportunities and challenges to realizing those characteristics; beliefs about teaching practice and curriculum design; visions of an educated teen; and beliefs about learning communities serving teens. The study also examined related literature, global reports, and proceedings from two conferences developed around the survey. Teachers believe students need a broad liberal arts education combined with specialized skills, real-world learning experiences, habits of mind, and habits of the heart. They recommend new forms of pedagogy emphasizing interpersonal relationships, improved teacher training, and enhanced multiculturalism. They believe that educated teens need involvement in communities, teachers need training in new developments in pedagogy and learning, and schools must create learning environments for all students. Conference participants have similar beliefs about appropriately educated teens. Educators emphasize the need for whole-systems change in education, which requires access to information and worldwide teacher collegiality. They feel that durable reform must reside and thrive in indigenous culture and community yet allow for access to worldwide best practices, and that transformational leadership is a necessary catalyst for educational reform. (Contains 212 references.) (SM)

ED 454 178 SP 040 052

Messina, Richard
Intentional Learners, Cooperative Knowledge Building, and Classroom Inventions.
PUB DATE- 01
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Learning; Creative Thinking; Elementary School Science; Grade 4; *Intentional Learning; Intermediate Grades; Inventions; Light; Science Education; Teaching Methods
IDENTIFIERS- *Knowledge Development; Learning Communities

This paper describes how a fourth grade class at a Canadian laboratory school used an approach to knowledge building that had students participating as intentional learners as they specialized in interest groups for their study of light. It examines how, later in the year, the goal of building collective knowledge became the focus for this group of knowledge builders. The paper looks at the various inventions and design principles that were used to facilitate this transition. In particular, it analyzes the utility of one database invention, the Light Learnings view, which was designed to aid in the sharing of the specialized knowledge across the research groups. Data come from pre- and post-tests of the concepts of light, ratings of students' portfolio notes about their understanding of light (before and after the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consciousness Raising; Disabilities; Diversity (Student); Educational Quality; Elementary Secondary Education; Equal Education; *Excellence in Education; Higher Education; *Inquiry; Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Social Bias; Social Class; *Student Teacher Attitudes; Student Teachers; *Transactional Analysis

This study examined the use of transactional inquiry to help preservice and inservice teachers examine and construct their own beliefs and practices about equity in excellence for all learners. Transactional inquiry encourages teachers to identify and describe events that exemplify their developing understanding and to examine those events with their peers. The study involved three contexts: an undergraduate, campus-based literacy methods course wherein students observed and taught content reading lessons to public school students and wrote reflectively on their experiences; a field-based internship during which student teachers learned to be content reading teachers through apprenticeships with public school mentor teachers and support from university liaisons; and an alternative format session at a national literacy research conference in which participants developed their own definitions and told their own stories around equity in excellence for all. The transactional inquiries for this study revealed that racism, classism, and differential treatment of the differently abled were present within classrooms. More experienced practitioners understood and implemented the equity proficiency differently than less experienced practitioners. They were more learner-centered than teacher-centered and included more detailed ideas about working with diverse learners. (Contains 30 references and 5 figures.) (SM)

ED 454 198 SP 040 073

Al-Musawi, Nu'man M.
The Effect of Student Teaching Programs on Students' Beliefs about Teaching and Learning Processes.
PUB DATE- 01
NOTE- 88p.; Research supported by a grant from the Scientific Research Council, University of Bahrain.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Prior Learning; *Program Effectiveness; *Student Teacher Attitudes; *Student Teaching; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Bahrain; Teacher Knowledge

This study examined the influence of the student teaching program within the College of Education at the University of Bahrain on the prior beliefs and attitudes of 120 student teachers. A 24-item questionnaire was constructed, based on dilemmas of teaching and learning (knowledge and curriculum, the teacher's role, and the teacher-student relationship), to investigate student teachers' beliefs before and after student teaching. The questionnaire also asked respondents to identify characteristics of their ideal teacher and ideal student. A subgroup of 40 student teachers completed semi-structured cooperating teachers only or both cooperating teachers and clinical master teachers. Data collection involved pre- and post-student teaching questionnaires, focus group interviews, field notes, and a researcher journal. Overall, there were no significant changes from the beginning to the end of the semester in either group. Both traditional and collaborative teachers considered supervisory skills very important throughout the clinical placements. There were no significant changes in confidence levels on the pre- and post-tests. The collaborative cooperating teachers collaborated daily with all teachers on a variety of subjects, while traditional cooperating teachers mentioned occasional collaborative episodes (though they wished they could continue to meet on a more regular basis). Cooperating teachers made positive comments about the CMT meetings, noting such benefits as collaborative opportunities, problem solving episodes, and encouragement from peers. (Contains 13 references.) (SM)

ED 454 218 SP 040 097

Templeton, Rosalyn Anstine; Johnson, Celia E.
Playing the Staff Development Game: Assessing a Communication Workshop To Improve Learning.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Educational Improvement; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Interpersonal Communication; Program Effectiveness; Program Evaluation; Teacher Improvement; Teacher Workshops

This study assessed the delivery effectiveness of a communication workshop for teachers, "How To Talk So Kids Will Listen." The workshop included presentations and opportunities to take part in role plays, simulations, reflection activities, and group discussions. Teachers completed a survey rating the presentation in four areas (organization and structure, delivery and communication, audiovisual displays, and usefulness of information) and responded to open-ended questions about positive aspects of the session and how to improve the presentation. Presenters kept journal notes, completed a self-report using the same four categories as the participants, and elaborated on the same open ended-questions as participants. Results indicated that participants were positive about the workshops. They felt the material delivered was practical, they valued the way the information was delivered, and they considered the presenters knowledgeable. Respondents noted that the sessions could have been longer, with more examples and stories included. Presenters believed that the presentations could have been more effective if the front-end and back-end tasks were given more attention. Lack of attention to audiovisual equipment, room arrangement, and session pacing were noted by both participants and presenters. (Contains 29 references.) (SM)

ED 454 219 SP 040 098

Gertel, Hector R.
Can Teacher Salaries Policies Help To Improve the Social Conditions of At-Risk Populations in the Americas?
PUB DATE- 01
NOTE- 7p.; Paper presented at the International Meeting, "The

structured interviews with 10 exhibit development staff members and 25 visitors, exhibit content analysis, text analysis of more than 3,000 visitor comments, and a scan of boxes of exhibit development documentation. Study B used a naturalistic inquiry approach to the reflections of museum staff. Reflecting on the studies together, in a sort of meta analysis, provided insights into the nature of informal science learning in the museum. The dialogical reflection of the researchers resulted in several insights, the most significant of which related to the mapping of inquiry competencies into available professional museum competency schemas. This exercise highlighted gaps in which the analytical skills of front-line staff are not recognized or valued. Results demonstrate the usefulness of shared reflection and the recognition of research and reflective inquiry as "pan-museum" professional skills. (Contains 27 references.) (SLD)

ED 454 239 TM 032 837

Schulz, E. Matthew; Sun, Anji
Identifying Undifferentiating Response Sets and Assessing Their Effects on the Measurement of Items.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; High Schools; *Likert Scales; *Measurement Techniques; *Rating Scales; *Reliability; *Responses

Undifferentiating response sets, defined as "overuse" of any category of a Likert scale, were identified using a combination of simple criteria, such as whether a single-category response set involved more than four items, and statistical criteria based on D. Andrich's (1978) measurement model for Likert scales (the Rating Scale model). Data were from one section of the American College Testing Program's "Counseling for High Skills" survey for 10 colleges. Total counts across colleges for the 4 response sets were, respectively: 5,254; 4,757; 4,411; and 4,212. Undifferentiating response sets were strongly associated with statistically significant person misfit in Rating Scale model analyses. When persons with undifferentiating response sets were removed from the sample, the reliability of the item measures improved, and the rank order of the items became more internally consistent. It is concluded that applications of measurement theory can be useful in evaluating the quality of survey data. (Contains 4 figures, 9 tables, and 11 references.) (SLD)

ED 454 240 TM 032 838

Schulz, E. Matthew; Wang, Lin
The Classification Accuracy of Shortened versus Full Length Tests with Number Correct Scoring.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports -

DESCRIPTORS- *College Students; *Course Content; *Educational Objectives; Higher Education; Majors (Students); Research Methodology; Statistical Analysis; *Statistics

This paper discusses the objectives that would be appropriate for statistics classes for students who are not majoring in statistics, evaluation, or quantitative research design. These "non-majors" should be able to choose appropriate analytical methods for specific sets of data based on the research question and the nature of the data, and they should be able to interpret the results of data analyses in light of the research question that was proposed. Non-majors should be able to choose from and to interpret the results from these classes of statistical procedures: (1) descriptive statistics (measures of central tendency and measures of variations); (2) measures of relative standing; (3) measures of association (bivariate correlation and regression and multiple correlation and regression); (4) simple cases of hypothesis testing (t-tests, analysis of variance, and analysis of covariance); and (5) multivariate techniques (multivariate analysis of variance, factor analysis, discriminant function analysis, and canonical correlation and regression). Nonmajors also should be able to use statistical analysis computer packages, with the depth of learning determined by the needs of the student. (SLD)

ED 454 259 TM 032 862

Lawrence, Audrey; Crehan, Kevin D.

A Study on the Validity Evidence of the Pre-Professional Skills Test (PPST) as a Screening Device for Entrance into Teacher Education Programs.

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Admission (School); College Entrance Examinations; High School Students; High Schools; Prediction; *Preservice Teachers; *Schools of Education; Screening Tests; Teacher Education; *Validity

IDENTIFIERS- ACT Assessment; *Pre Professional Skills Tests

This study examined aspects of concurrent, predictive, and consequential validity evidence of the Pre-Professional Skills Test (PPST) scores as college of education admission criteria. American College Test (ACT) and PPST subtest scores of 372 graduates, and PPST scores, undergraduate grade-point averages, and student teaching ratings of 1,062 graduates of a southwestern urban teacher education program were investigated. Findings of a correlation and hierarchical regression analyses suggest that there is evidence of a concurrent relationship between corresponding PPST and ACT subtest scores, no predictive relationship between PPST scores and student teaching ratings, and a weak predictive relationship between PPST scores and student undergraduate grade-point averages. In addition, a differential impact of the use of the PPST on ethnic minorities is apparent. The plausibility of waiving the PPST requirements for applicants with above average ACT subtest scores is discussed. (Contains 5 tables and 36 references.) (Author/SLD)

ED 454 260 TM 032 863

to baseline conditions of No Control and Random item selection. These procedures were: (1) the Sympson-Hetter method (J. Sympson and R. Hetter, 1985); (2) the Nearest Neighbor method (R. Holmes and D. Segall, 1999); and (3) Stratified-a methods (H. Chang and Z. Ying, 1997). Using Monte Carlo procedures, these methods were examined under varying target maximum exposure rates. Results are reported in terms of pool usage, test precision and bias, both unconditionally and conditionally. Three methods were completely successful in preventing marginal administration rates beyond the specified target maximum, the Sympson Hetter and Nearest Neighbor methods and the Stratified-a method incorporating item freezing. (Contains 26 figures and 18 references.) (Author/SLD)

ED 454 280 TM 032 889

Stevens, Ron; Vendlinski, Terry; Palacio-Cayetano, Joyceline; Underdahl, Jennifer; Paek, Pamela; Sprang, Marcia; Simpson, Elise
Tracing the Development, Transfer, and Persistence of Problem Solving Skills.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Educational Technology; Evaluation Methods; Integrated Activities; *Problem Solving; *Skill Development; *Student Evaluation

Interactive Multi-Media Exercises (IMMEX) is a technology-based learning and assessment tool designed to integrate curricular content and problem-solving skills into real world scenarios. IMMEX inherits much of its structure from case-based and problem-based learning models and provides teachers with quantifiable, visual feedback on student problem-solving performances so that interventions can be acutely informed and immediate. While most teachers utilize the most basic performance indicators provided by IMMEX for measuring student progress, richer analytic tools have shown performance nuances such as: (1) significant correlation between problem-solving and (some) standardized test scores; (2) evidence that males and females approach problem-solving differently; and (3) strategic trends in problem-solving. The classroom integration of technology is supported by extensive professional development activities including workshops where teams of teachers, students, and university faculty write IMMEX cases. (Contains 25 references, 3 figures, and 2 tables.) (Author/SLD)

ED 454 281 TM 032 890

Verona, Gail S.; Young, John W.
The Influence of Principal Transformational Leadership Style on High School Proficiency Test Results in New Jersey Comprehensive and Vocational-Technical High Schools.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

benefit the staff and school system. Chapter 4 contains the elements and definitions that describe staff members and their jobs. Chapter 5 describes possible applications of the handbook. A table is provided that includes information about data element type and field length. Following a glossary and index are 13 appendixes that contain supplemental information, including lists of coding options. (SLD)

ED 454 301 TM 033 196

Bradburn, Ellen M.; Hurst, David G.; Peng, Samuel
Community College Transfer Rates to 4-Year Institutions Using Alternative Definitions of Transfer. Research and Development Report.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; *College Transfer Students; *Community Colleges; *Definitions; Educational Attainment; Higher Education; National Surveys; *Student Educational Objectives; *Two Year College Students
IDENTIFIERS- Beginning Postsecondary Students Long Study

This report uses the 1990-1994 Beginning Postsecondary Students Longitudinal Study (BPS:1990/1994) to examine several ways of estimating the transfer rate from public two-year to four-year institutions. The report focuses on different approaches to defining the pool of potential transfer students or the group of community college students who appear to be planning or hoping to transfer to a four-year institution. The relationship of these definitions of potential transfers to student background characteristics is explored, as is the relationship of each definition to the resulting transfer rate. The report concludes with a discussion of the results in the context of other studies of community college students and transfer. Overall, 71% of beginning community college students responded to a survey that they anticipated earning a bachelor's degree or higher. The majority of students also met three other definitions of potential transfers: (1) being enrolled in an academic program; (2) enrolling continuously in 1989-1990; and (3) enrolling during the 1990-1991 academic year. Less than half the students met another four definitions used in the report, and only 11% had an academic major and were taking courses leading toward a bachelor's degree. In general, transfer rates increased across increasingly restrictive definitions of potential transfers, with the lowest rate (25%) of ever enrolling in a four-year institution found for all beginning community college students compared to 52% among students meeting the most restrictive definition of potential transfers. Three appendixes contain a glossary, technical motes, and supplemental and standard error tables. (Contains 11 tables, 11 figures, and 24 references.) (SLD)

ED 454 302 TM 033 197

Roey, Stephen; Caldwell, Nancy; Rust, Keith; Blumstein, Eyal; Krenzke, Tom; Legum, Stan; Kuhn, Judy; Waksberg, Mark; Haynes, Jacqueline
The 1998 High School Transcript Study User's Guide and Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01

that views and values children's experiences outside the classroom as relevant inside the classroom); and the absence of students' voices in the classroom (in a democratic society, student's perspectives must be a critical element in curriculum design). The paper also examines a video documentary made by African American students at a Chicago charter high school that examined the community surrounding the school, focusing on racism, police brutality, economic isolation, and gentrification. The paper discusses video documentaries as one example of how these persistent curricular challenges might be addressed. Finally, it looks at video documentary more broadly as an alternative form of qualitative research. (Contains 54 references.) (SM)

ED 454 320 UD 034 240

O'Hare, William P.
The Child Population: First Data from the 2000 Census. A Kids Count/PRB Report on Census 2000.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Ethnic Distribution; *Minority Groups; *Population Trends; Racial Distribution; Urban Areas
IDENTIFIERS- Census 2000

This report provides an overview of American children based on the first data released from the 2000 Census. Overall, at 72.3 million in 2000, the number of children recorded in the 2000 Census was the largest in U.S. history. There was a substantial increase in the number of children during the 1990s as the under-18 population grew 8.7 million over the past decade. Minority children accounted for 98 percent of the growth in the child population during the 1990s. State-level changes in the number of children ranged from a 72 percent increase in Nevada to a 9 percent decrease in West Virginia. Besides West Virginia, four other states and the District of Columbia also saw a decrease in the number of children over the decade. Racial diversity among children is increasing at a fast pace. Minority children accounted for 39 percent of the population under age 18 years in 2000, compared with 31 percent in 1990. Racial and Hispanic minorities accounted for a significantly larger share of children than of adults. In 2000, about 39 percent of children were minorities compared with 28 percent of adults. (SM)

ED 454 321 UD 034 241

Henke, Holger
The West Indian Americans. The New Americans.
PUB DATE- 01
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Employment; Family (Sociological Unit); Folk Culture; Foreign Countries; *Immigrants; Immigration; *Migration Patterns; Racial Factors
IDENTIFIERS- *Caribbean Americans; Deportation; Gangs; Jamaica; *West Indians

This book, which is part of a series on new immigrant groups in

Kim, Jason J.; Crasco, Linda M.; Smith, Robert B.; Johnson, Greta; Karantonis, Ana; Leavitt, David J.
Academic Excellence for All Urban Students: Their Accomplishment in Science and Mathematics. Urban Systemic Initiatives.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 35p.; "With the assistance of: Pendred Noyce, Dong-Hoon Lee, Eunae Yoon."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Improvement; Educational Policy; Elementary Secondary Education; Faculty Development; *Mathematics Achievement; Minority Groups; Partnerships in Education; *Science Achievement; Student Evaluation; *Urban Schools
IDENTIFIERS- National Science Foundation

This report presents findings from an evaluation of the National Science Foundation's (NSF's) Urban Systemic Initiative (USI) program in 22 large urban school districts. The USI program has supported educational reform in large public school districts that have a high percentage of students living in poverty and has directed its efforts toward the improvement of mathematics and science achievement in these schools. The NSF's Six Drivers of Systemic Reform provided a framework for USI implementation, focusing on standards-based curriculum and instruction, aligned assessment, policies, professional development, convergence of resources, leadership, and partnerships. The report presents evidence of noteworthy gains in student achievement, with the greatest gains seen in districts participating in the USI program for the longest period of time. Urban students in USI districts have substantially increased their enrollment rates in mathematics and science gatekeeping and higher level courses. Under-represented minority students made even greater enrollment gains than their peers during the same time period, resulting in reduced enrollment disparities. More 11th and 12th graders are taking college entrance examinations, indicating that more students aspire to pursue higher education. These advances are accompanied by evidence that urban districts are developing the infrastructure to sustain achievement gains (policies encouraging enrollment in gatekeeping and higher level mathematics and science courses, strengthened professional development, new ways of managing partnerships and resources, and data-driven accountability systems). (SM)

ED 454 340   UD 034 263

Kirst, Michael W.; Bulkley, Katrina E.
Mayoral Takeover: The Different Directions Taken in Different Cities.
SPONS. AGENCY- Consortium for Policy Research in Education, Philadelphia, PA.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *City Government; Elementary Secondary Education; *Governance; Government School Relationship; *Urban Schools
IDENTIFIERS- Boston Public Schools MA; Chicago Public Schools IL

poverty levels); children attending New York City SURR schools (schools recently added to the SURR list); how long schools remain on the SURR list; how long it takes to close a failing SURR school; how well former SURR schools are doing; how well former chancellor's district schools (the worst schools from the SURR list) are doing; and whether SURR schools are the only schools doing poorly. Data are presented for New York City, New York State, and all of New York. (SM)

ED 454 360 UD 034 291

Grossman, Jean Baldwin; Walker, Karen; Raley, Rebecca
Challenges and Opportunities in After-School Programs: Lessons for Policymakers and Funders.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; College School Cooperation; Elementary Secondary Education; Enrichment Activities; Facilities; High Risk Students; *Partnerships in Education; Poverty; Program Costs; Program Development; School Community Relationship; Space Utilization; Student Participation; Transportation; Youth Programs
IDENTIFIERS- Barriers to Participation

This report describes program realities that policymakers must consider when shaping after-school initiatives in impoverished neighborhoods. Information comes from the multi-year evaluation of the Extended-Service Schools Adaptation Initiative, which is examining 60 after-school programs in 17 cities nationwide. Each initiative is adapting one of four nationally recognized models, all of which offer high quality youth development programs in school buildings through partnerships between local school districts and community organizations and/or universities. The report examines three challenges that have occurred consistently across programs, regardless of the city they are in or the after-school model they are implementing. These include challenges concerning: (1) programs' access to school space (the notion that school buildings are underused resources is too simplistic, and limited resources for maintaining the school's physical facilities and equipment lead administrators to limit the building's use); (2) participation (targeted efforts are needed to attract the most disadvantaged students, and older children are less attracted to after-school programs than are younger children); and (3) transportation (programs' inability to provide transportation home is a major barrier to participation for significant numbers of students, and the cost of transportation significantly increases programs' need for resources). Despite these formidable challenges, school-based after-school programs offer the potential to increase children's academic achievement, reduce youth crime and victimization, and provide children with opportunities to use their time constructively. (SM)

ED 454 361 UD 034 292

Blank, Rolf K.; Kim, Jason J.; Smithson, John
Survey Results of Urban School Classroom Practices in Mathematics and Science: 1999 Report. Using the Survey of Enacted Curriculum Conducted during Four USI Site Visits. How Reform

Northern Virginia Community College Fact Book, Fall 1996-2000.
PUB DATE- 01
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Educational Finance; *Enrollment; *Institutional Characteristics; Outcomes of Education; Public Colleges; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This document provides a comprehensive set of data about Northern Virginia Community College (NVCC). It contains chapters on the college's student enrollments, graduates, personnel, finances and facilities, and support services. Highlights include: (1) the headcount for year 1999-2000 was 60,961 (equivalent to 22,506 full-time equivalent students), an increase of more than 950 from 1995-96; (2) from fall 1996 to fall 2000, the student average load has remained relatively stable, with the average full-time load being approximately 14 credit hours and the average part-time load five credit hours; (3) the median student age (25.5) has decreased slightly each year since fall 1996 (26.3); (4) females made up 55% of enrollment in fall 2000; (5) percentages of minority enrollment have not changed significantly in the past 5 years--in fall 2000 it was 53% White, 16% Black, 13% Asian, 10% Hispanic, and 2% Native American; (6) 71% of students are part-time; (7) in 1999-2000, NVCC graduated 2,413 students; (8) of its 5 campuses, Annandale has the largest enrollment, at 1,029 (43% of total system enrollment) in 1999-2000; (9) the most popular degree awarded was an Associate of Science in general studies, followed by computer science; and (10) total expenditures for 1999-2000 were $101,462,347. Chapters 7 to 11 of the book present the data for each of the five campuses separately. (JA)

ED 453 879 JC 010 436

Dallas County Community College District Summary of Technical Education Follow-Up Survey (May 1998-August 1999 Graduates/Certificate Completers).
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; Educational Benefits; *Self Evaluation (Groups); *Student Attitudes; *Student Educational Objectives; Student Surveys; Technical Education; Two Year Colleges
IDENTIFIERS- *Dallas County Community College District TX

A survey of 509 technical education students who had graduated or completed a certificate from the Dallas County Community College District (DCCCD) between May 1998 and August 1999 identified students' primary educational goals while attending DCCCD as: (1) earning a two year degree (48%); (2) improving skills in a current job and/or getting a better job (16%); (3) transferring to a four year college (15%); (4) achieving skills to seek employment (11%); and (5) earning a certificate from a technical program (9%). Overall, graduates were satisfied with their goal progress, technical training, skills acquired for citizenship and critical thinking, and overall education. Approximately 90% of the respondents were employed, and 70%

DESCRIPTORS- Community Colleges; *Employment Patterns; *Employment Projections; Futures (of Society); *Labor Market; *Population Trends; Trend Analysis; Two Year Colleges
IDENTIFIERS- *City University of New York Queensborough Comm C

This overview of labor trends in the United States, New York City, and Long Island is a compilation of information and statistics derived from seven major sources: Bureau of Labor Statistics; Lebenthal & Co., Inc.; Queens County Overall Economic Development Corporation; Suffolk County Department of Labor; The New York Times; U.S. Department of Commerce/Bureau of Economic Analysis; and the U.S. Department of Labor. With unemployment at a 30-year low, wages up, productivity rising, and inflation steady, the United States economy is strong and robust. The Bureau of Labor Statistics projects that the U.S. labor force will continue to grow 1.2% annually for the decade 1998 through 2008, adding 17 million workers during this period. The U.S. Department of Labor says that the country's employers want the labor pool to keep their skills current for today's and tomorrow's workforce needs. This national economic boom is being replicated in New York City. Growth in the high technology sector is seen both nationally and in New York City. While Queens and Long Island are still comprised of mostly lower-paying traditional occupational sectors, local groups in these two areas are executing plans to increase the number of high-tech jobs in their business communities. (JA)

ED 453 900 JC 010 468

Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer & Technology.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Foreign Countries; Higher Education; Institutional Mission; Mission Statements; *Partnerships in Education; Secondary Education; *Strategic Planning; *Systems Analysis; Two Year Colleges
IDENTIFIERS- *British Columbia

This report addresses strategic directions for the Centre for Curriculum, Transfer and Technology (Canada). The Centre, created in 1996 as a result of strategic planning, supports educators in British Columbia so that learners will have access to high quality, relevant learning opportunities. Over the last few years, the Centre has learned that while institutions and the education ministries appreciate the value-added services provided by the Centre, those services must be related to the context of each institution and Centre initiatives should be informed by ongoing input from the system. Based on what has been learned from the system and through external and internal consultation, the Centre has developed a set of strategic directives that will emphasize the following: becoming more service-oriented and flexible in working with its system partners while continuing to explore and promote innovations in teaching and learning; fostering collaboration amongst educators and institutions; and assisting institutions to integrate successful innovations. The Centre will be fully accountable to its funders and clients for the products and services it develops and delivers. (JA)

ED 453 901 JC 010 469

Organization and Financing" (Marcia K. Meyers and Janet C. Gornick); (4) "Hand in Hand: Improving the Links between ECEC and Schools in OECD Countries" (Michelle J. Neuman); and (5) "Goals and Curricula in Early Childhood" (John Bennett). Each paper contains references. Also included is Sheila B. Kamerman's report of the meeting, information on the papers' authors, and a list of meeting participants. (EV)

ED 453 918 PS 029 474

Kamerman, Sheila B.
An Overview of ECEC Developments in the OECD Countries.
PUB DATE- 01
NOTE- 43p.; In: Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, NY, May 11-12, 2000); see PS 029 473.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Day Care; *Early Childhood Education; Educational Finance; Financial Support; *Foreign Countries; Government Role; History; National Programs; *Policy Analysis; Policy Formation; *Program Descriptions
IDENTIFIERS- Child Care Costs; Day Care Quality; Organisation for Economic Cooperation Development

This paper provides a picture of early childhood education and care (ECEC) in the countries of the Organization for Economic Cooperation and Development (OECD), primarily Europe and North America. The paper's main objective is to present an overview of the major policies and programs in these countries, and to classify them by their most salient characteristics. A secondary objective is to document the quantity and quality of care provided. The paper begins by defining the terms of discussion of ECEC internationally, and follows with a brief description of the historical context in which ECEC policies and programs have evolved in the advanced and industrialized countries. The paper then lays out the policy and program choices that have been made regarding ECEC for young children. The paper's fourth section presents a discussion of the different models that have emerged across the countries, reflecting alternative policy strategies and approaches to delivering ECEC, and illustrating how different countries have "packaged" these strategies. The paper concludes with a brief discussion of trends and emerging issues. (Contains 26 references.) (EV)

ED 453 919 PS 029 475

Meyers, Marcia K.; Gornick, Janet C.
Cross-National Variation in ECEC Service Organization and Financing.
PUB DATE- 01
NOTE- 38p.; In: Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, NY, May 11-12, 2000); see PS 029 473.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Day Care; *Early Childhood Education; Educational Finance; *Financial Support; *Foreign Countries; Government Role; National Programs; *Policy Analysis; *Program Descriptions
IDENTIFIERS- Child Care Costs

CA.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; *Child Care Occupations; *Child Caregivers; Compensation (Remuneration); *Day Care; Early Childhood Education; *Family Day Care; Professional Development; *Standards; *Work Environment
IDENTIFIERS- *Day Care Quality

Although child caregivers make a major contribution to children's development and to the health and well-being of their communities, they remain underpaid and undervalued. Written for entry-level and experienced child care teachers and providers, this book presents information on the child care occupation and includes tools to help teachers and caregivers make their jobs better. Chapter 1, "Working in Child Care Today," presents a brief history of the field, provides an overview of current conditions, profiles child care in four developed nations, and examines connections between home- and center-based caregivers. Chapter 2, "Working Relationships in Child Care Programs," presents procedures for assessing the work climate, discusses working relationships with parents, describes ways to show respect for diversity in child care settings, discusses shared decision making, and contains questions for parents to ask about family or center-based child caregivers. Chapter 3, "Your Child Care Work Environment," describes high quality work environments, details model work standards, describes ways to improve the work environment, and discusses employment rights. This chapter also presents information on school-age care and discusses links between child care quality and the adult work environment. Chapter 4, "Leadership and Professional Growth: In Your Workplace and Beyond," provides activities to develop skills as a leader and an advocate and provides information on advocacy organizations for child care teachers and providers. Included in each chapter are group and individual activities to apply the material to individual caregivers or programs. Two appendices present model work standards for family- and center-based child care programs, and discuss the legal impact of antitrust laws. Each chapter contains references. (KB)

ED 453 939 PS 029 522

Cohen, Elena
For a Child, Life is a Creative Adventure: Supporting Development and Learning through Art, Music, Movement, and Dialogue. A Guide for Parents and Professionals. = Para los ninos, la vida es una aventura creativa: Como estimular el desarrollo y el aprendizaje por medio de las artes visuales, la musica, el movimiento y el dialogo. Guia para padres de familia y profesionales.
PUB DATE- 99
NOTE- 101p.; Accompanying videotape and poster not available from ERIC.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Comparative Analysis; Foreign Countries; Longitudinal Studies; *Parent Attitudes; Parent Child Relationship; Parent Influence; Parent Student Relationship; *Parents; *Parents as Teachers; Predictor Variables; Primary Education; *Reading Aloud to Others; Reading Skills; Tutors; Values
IDENTIFIERS- *Shared Book Experience

This study examined how parents' beliefs about skilled reading and shared book reading related to the ways they coached their children in learning to read in kindergarten through grade 2 and whether these beliefs and behaviors contributed to their children's reading skill. The focus of the study was on the ways parents responded to children's miscues. Data collected drew on two cohorts of children and their parents who entered the longitudinal study when children were in kindergarten. Of the 70 participating parents, 65 were mothers. The findings converged on three main points. First, parents explicitly attempted to develop reading skills in their children while primarily reading books to their kindergartners by teaching and practicing letter names and sounds and cueing children to take on small pieces of the reading role. In Grade 1, parents focused their children's attention on various clues and modeled various strategies in response to miscues the child made in reading to the parent. Second, parents insisted on accurate reading, ignoring only 2 to 4 percent of miscues in comparison to findings that teachers ignore 40 to 60 percent of miscues. Third, parents' goals and values predict the kinds of coaching they use during shared book reading. Parents whose primary goal was enjoyment added to the reading interaction with comments to enhance interest in and comprehension of the story. Parent behavior during shared book reading in kindergarten predicted 8 to 9 percent of the variance on first-graders' word recognition and passage comprehension, respectively. (Contains 25 references.) (KB)

ED 453 957 PS 029 541

Deslandes, Rollande; Leclerc, Danielle; Dore-Cote, Annie
Longitudinal Studies of Special Education and Regular Students: Autonomy, Parental Involvement Practices and Degree of Reciprocity in Parent-Adolescent Interactions.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Rearing; Comparative Analysis; *High School Students; High Schools; Longitudinal Studies; *Parent Child Relationship; *Parent Participation; Parenting Styles; *Personal Autonomy; Regular and Special Education Relationship; Social Support Groups; Special Education; *Special Needs Students
IDENTIFIERS- Authoritative Parenting; Parental Supervision; Reciprocity (Communication)

Research suggests links between authoritative parenting style, parental involvement, autonomy, and school performance during education, incorporation of bulk grants for salaries and operational expenses, and subsidies for low income families. The ECS rates per student hour for 1990 through 1994 are included. The impact of the "Before Five" policies on ECS enrollments and on government expenditures are examined; it is noted that differential funding levels emerged when a newly elected government halted the plan to close the gap in funding levels for different services. The previous government expected improved quality to follow improved funding, whereas more recent governments maintain that ECS can bridge the gap in funding levels if first they demonstrate improved quality, a shift from a principle of entitlement to one of earned reward. The report then discusses proposed changes to funding levels in 1999, with funding dependent on program quality. The report concludes by asserting that although the "Before Five" funding reforms intended to fund all ECS on the same basis, some differential levels have developed, with funding levels mostly related to indicators of quality. (Contains 14 references.) (KB)

ED 453 973 PS 029 564

Trautner, Hanns M.; Eckes, Thomas
Putting Gender Development into Context.
PUB DATE- 01
NOTE- 16p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Context Effect; Culture; *Developmental Psychology; Femininity; *Gender Issues; Group Dynamics; Individual Development; Individual Differences; Interpersonal Relationship; Masculinity; Models; Research Needs; Sex Differences; Sex Role; Sexual Identity; Sexual Orientation; *Social Influences; *Social Psychology; Theories

Although there is a high level of research activities in the field of gender, these activities are only very loosely interconnected. In particular, the developmental and social psychological paradigms of research do not seem to have very much in common. This paper shows that at the intersection of developmental and social psychology many issues emerge that pose new kinds of questions for theorizing and research, and that developmental processes and social influences are closely linked. A conceptual framework is proposed for a developmental social psychology of gender. Gender is put forth as a social category, viewed as having many facets that are highly variable among people, as well as across contexts and points in time. The paper suggests that the sexes relate to each other at four interconnected levels: individual, interpersonal, group, and cultural levels. Content areas related to gender are proposed as biological/categorical sex, activities and interests, personal-social attributes, social relationships, stylistic and symbolic characteristics, and values. Gender-related constructs are: concepts and beliefs, identity or self-perception, preferences of attitudes; and behavioral enactment. The combination of constructs, content areas, and levels of analysis yields a three-dimensional 96-cell matrix that forms the basis for studying gender from a developmental social psychological perspective. Each cell in the matrix refers to a distinct set of research issues emerging at the intersection of a particular content area with a particular construct and level initiatives; and providing incentives for consolidation where it truly needs to happen. The test for deciding to consolidate should be whether more and varied learning opportunities can be made available to children in a consolidated setting for approximately the same amount of money spent in two or more weaker school systems. (TD)

ED 453 992   RC 023 009

Sugerman, Deborah A.; Doherty, Kathryn L.; Garvey, Daniel E.; Gass, Michael A.
Reflective Learning: Theory and Practice.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adventure Education; Corporate Education; *Experiential Learning; Feedback; Group Guidance; Leaders Guides; *Leadership Training; *Learning Processes; Outdoor Leadership; *Transfer of Training
IDENTIFIERS- Debriefing; Facilitative Leadership; *Reflection Process

An outdoor education leader's job is quite complex--the planning, logistics, preparation, teaching, watching, being aware of safety can be overwhelming. Pulling it all together so that participants can express what they learned from the experience is sometimes overlooked. The reflective process is integral to the success of learning, yet it takes as much planning and preparation as the rest of the experience. This book about reflection aims to aid facilitators in the planning and implementation of reflective teaming experiences. The first three chapters deal with theoretical aspects of reflective learning. Chapter 1 develops the definition of reflection and discusses learning models in relation to reflection. Chapter 2 explains techniques used by facilitators and includes a model for facilitator feedback to be used in the field. Chapter 3 discusses the ethics of facilitation, with guidelines for facilitators. The final section of the book compiles activities to use in reflective learning experiences. For easy reference, activities are divided into sections: activities that can be used before or after the experience, and those that do or do not need props. (Contains 38 references.) (TD)

ED 453 993   RC 023 010

Forging a New Path: A Guide to Starting Boys & Girls Clubs in Indian Country.
SPONS. AGENCY- Office of Native American Programs (HUD), Washington, DC.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; *American Indians; Disadvantaged Youth; Financial Support; Fund Raising; Grants; Leadership Training; Professional Development; Program Administration; Program Descriptions; *Program Development; *Resource

and elders. Such a format is very culturally appropriate and relevant for the Alaska Native learner. The predominate learning style is inductive, with applications-based exploration and knowledge building. Supplementing the asynchronous learning approach is a weekly online chat/conference room. Technology requirements are minimal--an off-the-shelf computer with CD-ROM and Internet capability and an ISP. Huge files and lots of "bells and whistles" are avoided. Realization of the difficulties that students encountered during the transition from campus-based residency to community-based continuing study in the Internet seminar resulted in implementation of counseling and socialization processes before and during the residency component. (TD)

ED 454 010 RC 023 031

Dyc, Gloria; Milligan, Carolyn
Native American Visual Vocabulary: Ways of Thinking and Living.
PUB DATE- 00
NOTE- 32p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indians; *Cognitive Style; Cultural Differences; Educational Needs; Nonformal Education; *Nonverbal Communication; Oral Tradition; Spirituality; *Visual Arts; Visual Learning; *Visual Literacy
IDENTIFIERS- *Indigenous Knowledge Systems

Visual literacy is a culturally-derived strength of Native American students. On a continent with more than 200 languages, Native Americans relied heavily on visual intelligence for trade and communication between tribes. Tribal people interpreted medicine paint, tattoos, and clothing styles to determine the social roles of those with whom they interacted. Color and symbolism could be used to encode a family identity. The graphic designs in Native American painting are often esoteric, charged icons that suggest a unity of culture transcending other factors such as building techniques, use of plants, and architectural layout. The more abstract icons lend themselves to multiple interpretations. As oral language is poeticized so as to be remembered, so graphic design is stylized to suggest analogical thought. In traditional settings, social roles and expectations, cultural history, and esoteric knowledge were built into nonverbal behavior, which could be interpreted on a number of levels. Children could process information on the most concrete, literal level, while more esoteric meanings were available to those who occupied specific roles in the community. Good teachers started with the simple, literal explanation and then proceeded to a more complex level when the learner asked the right questions. Digital technology may be transforming definitions of literacy for the masses, and the shift may indeed favor visual intelligence. Visual vocabulary is undervalued in education, and there is a need for collaboration between those in the visual and verbal arts. (Contains 23 references.) (TD)

ED 454 011 RC 023 032

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Camping; Experiential Learning; *Leadership Training; Outdoor Education; *Outdoor Leadership; Self Concept; *Staff Development; Youth Programs
IDENTIFIERS- Illinois

For decades, camps have served as outdoor learning laboratories for leadership development. Camps provide adolescents the opportunity to practice leadership skills through activities perceived as worthwhile and in environments that differ profoundly from everyday experience. A survey examined the self-perceived development of leadership skills at camp among campers and staff. The 21-item modified Leadership Skills Inventory was completed and returned after the 1999 camp season by 137 campers, 22 counselors-in-training, and 72 camp staff at Camp Ondessonk, a wilderness-based youth camp in southern Illinois. Leadership development is not an explicitly stated goal of the camp for campers or staff. Nevertheless, after the camp experience, all three groups of subjects had increased self-perceptions of their leadership skills, both overall and for each of five subscales related to communication, decision making, working with groups, understanding self, and positional leadership. Male and female respondents differed on several subscales. (Contains 19 references and 4 statistical data tables.) (SV)

ED 454 029 RC 023 085

Fullerton, Ann; Brannan, Steve; Arick, Joel
The Impact of Camp Programs on Children with Disabilities: Opportunities for Independence.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; In: Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings (Bradford Woods, IN, January 14-16, 2000); see RC 023 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Camping; Child Behavior; *Daily Living Skills; *Disabilities; *Experiential Learning; Individual Development; Parent Attitudes; *Program Effectiveness; *Resident Camp Programs; Self Management; Special Programs; *Transfer of Training
IDENTIFIERS- *Self Reliance

A study examined the impact of specialized, residential camp programs on children and youth with disabilities. Case studies were used to describe the real-life context of program effects and to explore various effects in situations where there may be no clear, single set of outcomes for all participants. Fifteen specialized residential summer camp programs were selected that had a successful history of serving campers with disabilities, accreditation by the American Camping Association, a comprehensive outdoor program, highly qualified camp staff, strong counselor training, and administrative support for the research. From each camp, five campers were selected that had severe mental retardation, mild mental retardation, any level of mental retardation, physical disabilities, and primary disability. After each subject's camp session, interviews were conducted with the camper's counselor and parents, for a total of 73 interviews. Subjects were ages 7-23 and had attended camp

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Inquiry; Preschool Education; *Problem Solving; Science Activities; *Science Instruction; Scientific Principles; *Television

This document introduces "Blue's Clues", a television science program and its development process. Blue's Clues is a series on Nickelodeon and currently telecasts five days a week. Childhood development theory states that young children learn skills through repetition; therefore, the same episode is presented on five consecutive days. This study explains the structure, preschoolers involvement in changes in the episode, and evaluates the script "Bugs", episode #411. A model of the construction of "Bugs" and other episodes of "Blue's Clues" is provided. (Contains 20 references.) (YDS)

ED 454 052 SE 064 906

Beck, Terence A.
The Power and Problems of Viewing Civics Discussion as a Cultural Activity.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civics; Critical Thinking; *Cultural Influences; *Discussion; Grade 4; *Instruction; Intermediate Grades; *Mathematics Education; Problem Solving; Professional Development; Teaching Methods
IDENTIFIERS- Third International Mathematics and Science Study

The Third International Math and Science Study (TIMSS) concluded that teaching is a cultural activity. But do claims about teaching based largely in comparisons of math teachers also apply to teaching in disciplines with less well-defined problems, like civics? What is gained and what is lost when the cultural aspect of teaching becomes the focus? Two cases of teachers who participated in attempting to change the patterns of classroom discussions are compared here to consider these questions. Classroom talk was coded and graphed and then viewed through the lens of speech code theory. Speech code theory seeks to uncover cultural assumptions and beliefs often invisible to group members. Considerable support is found for using culture as a lens for understanding civics discussion. Teachers' cultural assumptions appeared magnified but not changed by the intervention introduced here. However, questions are raised regarding the uniformity of cultural scripts in civics, as opposed to math. Further, an emphasis upon culture minimizes the considerable power of personalized cultural meanings and in our drive to change culture we may ignore the power of change "at the margins" to improve practice when it is well aligned with existing cultural assumptions. (Contains 49 references and 3 figures.) (Author/SAH)

ED 454 053 SE 064 908

Taber, Susan B.

professional, intellectual, and personal development of students while addressing the needs of local industry. In addition to achieving academic excellence, the students are exposed to industry requirements, and excel in effective oral communication and cooperative teamwork. The teamwork environment drastically improves the students' leadership ability both inside and outside of the classroom and their opportunity for successful carrier in engineering. This presentation is devoted to the senior project, "Improvement of Hydra-Cadence Prosthetic Limb", which was carried out by a team of six students during the 1999/2000 academic year. All work has been performed with continuous industry involvement, including sharing of all related information, review of students' work by the industry representatives, manufacturing and testing of the prototype, and evaluation of data. (Author)

ED 454 076 SE 064 948

Gjengedal, Arne
Project Based Learning in Engineering Education at Tromsoe College.
PUB DATE- 00
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Taipei, Taiwan, August 14-16, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Cooperation; *Engineering Education; Foreign Countries; Higher Education; *Industry; Learning Processes; *Problem Based Learning; School Business Relationship; Student Projects
IDENTIFIERS- Norway

This paper describes a project that was an arena for learning through three years (six semesters) of engineering education in computer technology. Project work accounted for approximately 20% of student work in five semesters, and 50% in the last semester. There were three categories of projects. The first type, in the first semester, had as its goal to help students learn project management, teamwork, and, as a "spin off", helped the socialization process of new students. The second type of project was in connection with courses in which the project replaced traditional exercises. The third project type included realistic projects for external companies. It is possible for a student group to do all of the external projects for one institution or company, even working on the same problem. A complete system with user and system documentation can be installed and tested in the user environment. Students have to estimate working hours and register the number of hours used on each activity and for each student. Examples of these projects are given. Project evaluations are based on the delivered reports (plans and working documents), products (software or hardware), and presentation of the project for sensors, lecturer, and an audience. In this way, project work even provides a scientific approach to the collection, handling, and presentation of information. There are many benefits to project-based learning: students become well-prepared for project work when they do get a job, they have learned the practical routines of companies, and they are able to communicate with customers and users. Students usually work more and get better results from projects than in other courses. Teamwork is also applied in other studies, and team

SPONS. AGENCY- American Educational Research Association, Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Decision Making; Elementary Secondary Education; *Inquiry; Problem Solving; Science Education; *Scientific Literacy; *Standards

This qualitative study is a critical examination of the rationales for the goal of scientific literacy for all in the United States. Eleven participants, mostly university-based science educators, were interviewed and their comments were analyzed using the methods of grounded theory (constant comparative analysis). The rationales the participants gave for the goal of scientific literacy for all can be grouped into at least four categories: Social Benefits of Science, Personal Benefits of Science, Promoting Humanity, and Control of Science. There are tensions between these categories because they have different implications for policy, programs and practices. There is little empirical evidence for any of the rationales discussed here; the participants seem to feel rationales represent philosophical or value statements, and they are not concerned by the lack of research into whether or how scientific literacy actually benefits people. It is suggested the goal would be more likely to be achieved if the rationales were convincing to the public, and that empirical studies of scientific literacy's benefits would be a step in the right direction. (Contains 18 references.) (Author)

ED 454 099 SE 065 086

Kemp, Andrew C.
Science Educator's Views on the Goal of Scientific Literacy for All: An Interpretive Review of the Literature.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Educational Change; Elementary Secondary Education; Science Education; *Scientific Literacy; *Standards
IDENTIFIERS- Project 2061 (AAAS)

Many educators promote the goal of "scientific literacy for all" as the central organizing theme of their discipline. On the other hand, some critics of the goal are now becoming more vocal. One issue in particular concerns the charge that scientific literacy is a "vague, ill-defined" concept. Different meanings or interpretations for the goal could have significant impacts on its implementation and achievement. This interpretive synthesis of the literature on the concept of scientific literacy considers how science educators have objectives, HIV/AIDS components, and strategies to address the needs of young children within the overall context of the project. (BT)

ED 454 119 SO 032 793

Verspoor, Adriaan
A Chance to Learn: Knowledge and Finance for Education in Sub-Saharan Africa. Africa Region Human Development Series.
PUB DATE- 01
NOTE- 100p.; Prepared with assistance from Angel Mattimore and Patrick Watt. Based on an earlier version by Wadi Haddad, Ruth Kagia, and associates.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; *Educational Development; *Educational Finance; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Geographic Regions; Higher Education; Profiles; *Strategic Planning
IDENTIFIERS- *Africa (Sub Sahara); *World Bank

Without rapid and substantial improvements in education access and quality, broader poverty reduction efforts in Sub-Saharan Africa will be thwarted. This book argues that at the cusp of the 21st century, the opportunity to address the often intractable problems of education in Sub-Saharan Africa is perhaps greater than at any time in the past two decades. Economic growth has resumed in many countries, the political commitment to education development is strong, and new democracies have created a more favorable environment for the participation of civil society and communities in policy formulation and program implementation. Information and communication technologies offer new opportunities to overcome the constraints of distance and time. Increased debt relief and stronger international partnerships in favor of education will help ease the financing constraints on accelerating education development. This book proposes a strategy and a program of action for the World Bank's Africa Region, which is striving to support countries in their efforts to accelerate education development. It summarizes the challenges facing education development in Africa, suggests key elements of country responses, discusses the implications of these responses, and proposes actions for improving the World Bank's effectiveness as a partner in education development. In doing so, it lays the groundwork for future increases of World Bank support for education development in Africa. (Contains 10 figures, 5 tables, 24 boxes, and a 95-item bibliography.) (BT)

ED 454 120 SO 032 806

Stauffer, Cheryl Lynn, Ed.
Human Population: Fundamentals of Growth and Change.
SPONS. AGENCY- Minneapolis Foundation, MN.
PUB DATE- 00
NOTE- 131p.; Includes World Population Data Sheet and Teacher's Guide. This document is an update of "World Population: Fundamentals of Growth" and "World Population: Toward the Next Century"; see ED 391 712 and ED 258 804.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110)

to bring peace education to their classrooms. To date, the most prevalent approaches to peace education center on a curriculum or a program. The two teachers rejected such curricula and programs in favor of an approach that emphasized the importance of the environment in developing and nurturing positive behaviors and preventing negative ones, predicated on the assumption that "children learn what they live." Their approach to peace education was through an environment focused on relationships, i.e., how people interact with one another and with nature. The teachers in this study were overt in their efforts to deal with power relationships within their classrooms. Hierarchical structures were adjusted to give children a real and on-going voice, time structures were altered to provide children with choice, and grouping was heterogeneous to take advantage of the cultural diversity that existed in both classrooms. The teachers exhibited the type of connected teaching described by Gilligan (1992); they consistently examined the capabilities and needs of the children in their charge, and without exerting power over them or dominating them they met learner needs and helped them do what they needed to do. The culture of their classrooms valued cooperation rather than competition, traditionally a value of the dominant culture. The paper discusses the results and possibilities for this model of peace education. (BT)

ED 454 139 SO 032 849

Enriquez, Nicole Christian
Maximizing Flow in the Secondary Social Science Classroom.
PUB DATE- 01
NOTE- 43p.; Master of Arts Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Citizenship Education; *Classroom Environment; *Classroom Techniques; *Secondary Education; *Social Sciences; United States History
IDENTIFIERS- Csikszentmihalyi (Mihaly); *Flow Theory; *Learning Environment

First introduced in the early 1990s, the flow theory of Mihaly Csikszentmihalyi, giving much attention to motivation and how it relates to learning, has presented a new view for educators to apply in their classrooms. Csikszentmihalyi suggests that the most effective learning in a classroom will happen when students have entered "flow." This optimal experience does not happen on its own. A person makes it happen. In this literature review, Csikszentmihalyi's theory is examined, followed by a look at the many factors that will either promote or inhibit flow in the secondary social science classroom, specifically in U.S. history, government, and civics courses. Both theoretical and actual implementations of Csikszentmihalyi's flow theory are reviewed. (Contains 16 references.) (Author/BT)

ED 454 140 SO 032 850

Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Author Series, Volume 9.
PUB DATE- 01
NOTE- 216p.; For related volumes in the Author Series, see ED 390 725, ED 434 064, ED 446 010, and ED 448 069.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

ED 454 159   SP 040 026

Muchmore, James A.
The Story of "Anna": A Life History Study of the Literacy Beliefs and Teaching Practices of an Urban High School English Teacher.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English Teachers; High Schools; *Literacy; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Life History Method; Personal Experiences

This life history explored the history and evolution of one urban high school English teacher's beliefs about literacy and how those beliefs shaped her teaching practice. Data collection included classroom observations; formal interviews with the teacher (Anna); individual conversations with Anna and her friends, colleagues, and family; other interactions conducted over time; academic papers on literacy and teaching Anna had written for college courses; and professional documents. The life history shows how Anna's beliefs fell into two broad categories. First, there were temporary beliefs that arose primarily through her childhood experiences in school and university experiences as a preservice teacher. These beliefs proved dysfunctional when she tried to put them into practice, so she abandoned them. Second, there were long-standing beliefs that were generally rooted in her personal life experiences which transcended school. These beliefs were the very essence of who she was as a person and were immutable to change. Over time, her teaching practices changed, evolving from teacher-controlled to learner-centered. Results illustrate the tremendous complexity and contextualized nature of teacher thinking, emphasizing that being a teacher involves not only mastering a set of skills, but also developing an inner awareness. (Contains 65 references.) (SM)

ED 454 160   SP 040 027

Carroll, David M.
A School-Based Mentor Teacher Study Group as a Context for Professional Learning.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Faculty Development; Higher Education; Leadership; *Mentors; Partnerships in Education; Preservice Teacher Education; *Teacher Collaboration; Teacher Improvement; Urban Schools
IDENTIFIERS- *Learning Communities; *Study Groups

This paper describes key aspects of a year-long study on the effectiveness of combining a professional development intervention in the form of a mentor teacher study group directed toward fostering educative mentoring with a research introduction of the Light Learnings view), and information from the Analytical Tool Kit. This paper examines the transition that took place as the class moved from intentional learners to a knowledge building community that used the Knowledge Forum software and other classroom processes to successfully build knowledge about the curriculum area of light. Appendixes include: "Illuminating Shakespeare" figure, ATK Results, a "Light" Survey, "Images" and "Sources of Light" figures, "Light Learnings" figure, and student samples of pre- and post-Light Learnings view "My Understanding of Light Portfolio Notes." (SM)

ED 454 179 SP 040 053

Ambrosio, Anthony L.
Final Report on the Multicultural/Diversity Assessment Project.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consciousness Raising; Cultural Awareness; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Gender Issues; Higher Education; *Multicultural Education; Preservice Teacher Education; Sex Bias; Student Teacher Attitudes

The Emporia State University Multicultural/Diversity Project developed a set of assessment instruments and a model evaluation plan to assess multicultural/diversity (MCD) outcomes in teacher education and general education programs. Assessment instruments and techniques were constructed to evaluate the impact of coursework on student attitudes, knowledge, and performance skills. Participants were incoming freshmen, beginning teacher education majors, non-education seniors, and teacher education seniors. Surveys examined four basic issues: the effect of the teacher education program on student attitudes about MCD issues; whether graduating students have the necessary knowledge to function in a diverse classroom/society; whether student teachers are gaining the necessary skills to function in a diverse classroom/society; and the effect of general education programs on students' attitudes and knowledge regarding MCD issues. Students demonstrated moderate attainment of MCD outcomes. Several areas of possible improvement were noted. Implications of this study include identifying and pursuing mechanisms for program change based on faculty discussion of essential knowledge and skills. Recommendations include using a battery of assessments rather than a single assessment when evaluating a program or a student, involving school practitioners in subsequent assessment development and program changes, and making students individually accountable for minimum acceptable performance levels. (SM)

ED 454 180 SP 040 054

Price, Betsy; Baar, Stephen
How the Growing Numbers of Part-Time College Faculty Affects Elementary and High School Teachers.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

interviews on their beliefs about teaching and learning related to their academic and personal backgrounds. After the program, the student teachers discussed the impact of the teaching practicum on changing their prior beliefs about teaching and learning. They also noted the role of university supervisors and cooperating teachers in changing their beliefs and attitudes. Overall, student teaching did not result in considerable change in student teachers' beliefs about teaching and learning. Most students gained a more realistic perception of the job of teaching and grew more comfortable with implementing their initial positions and more confident in their abilities to handle a classroom in their preferred style. (Contains 82 references.) (SM)

ED 454 199   SP 040 074

DeJean, Willie
Teaching from Truth.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *Homosexuality; Honesty; Secondary School Teachers; Teacher Student Relationship
IDENTIFIERS- *Homosexual Teachers; Truth

This paper reflects on one high school teacher's experience coming out publicly as a gay man to his students, sharing his initial experiences as a closeted gay teacher working in a public high school, and focusing on the events that led him to come out to his students. The paper highlights the effects that "teaching from fear" had on him personally, looking at how it shaped how he taught and the connections that he had with his students. Finally, the paper examines how self-identification impacted him, his teaching, his students, and his high school campus. The paper explores how a focus on self-reflection and student reflection impacts students and curriculum. Through student narrative and reflections, the paper shows how coming out united his students and his classroom in ways that fear never could. (Author/SM)

ED 454 200   SP 040 075

Morgan, Jill; Ashbaker, Betty Y.; Young, James R.
Teaming, Supervision and Evaluation: Teacher-Paraeducator Team Perspectives of Their Teaching.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Paraprofessional School Personnel; Personnel Evaluation; Supervision; Teacher Attitudes; Teachers; *Teamwork

This study examined perceived advantages and disadvantages of teacher-paraeducator teams, discussing how to enhance the effectiveness of such teams. Focus groups were held with three

Challenges of Citizenship in the Pan-American Integration" (Ottawa, Canada, March 9-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Elementary Secondary Education; Foreign Countries; *Poverty; *Teacher Recruitment; *Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *Latin America

This paper examines whether teacher salary policies in the Americas can contribute to sustainable development and improve social conditions among at-risk populations. Many countries have invested in specific interventions. Chile worked to boost learning at low-performing schools. Argentina invested in new facilities to provide poor, rural schools with better learning environments. El Salvador developed community-managed schools. Countries have invested heavily in teacher training, resulting in rising enrollments, literacy, and test scores. Governments need to make such programs permanent. The cornerstone of sustained success in bringing quality education to all rests on the government's ability to attract appropriate numbers of qualified candidates to reproduce these results systemwide. This requires expanding recruitment of qualified teachers, now a scarce resource because of perceived low salaries. Increasing opportunities for the well-educated top percent of the population has resulted in soaring incomes, while teacher wages remain low. Reduction of poverty in the Americas remains a serious challenge. Many hope that education can modify this trend. However, access to quality education for all children who now identify poverty with powerlessness and lack of access to the job market requires a major revision in teacher recruitment and salary policies. (Contains 17 references.) (SM)

ED 454 220 SP 040 099

Kapitzke, Cushla
Cyber Pedagogy as Critical Social Practice in a Teacher Education Program.
PUB DATE- 99
NOTE- 17p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, December 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Cooperative Learning; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Preservice Teacher Education; Problem Solving; Student Attitudes; Teaching Methods; *World Wide Web
IDENTIFIERS- *Online Courses; University of Queensland (Australia)

The policies and practices of higher education are influenced by social, economic, and technological changes currently occurring in postindustrial information societies. Competition in the globalized marketplace of mass tertiary education is transforming traditional curricula and their pedagogies. New communications and information technologies are central to these changes and to the philosophical and pedagogical shifts occurring in university classrooms. Using a case study, this paper investigates the use of online technologies in preservice teacher education. For the purpose of the study, cyber

Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Classification; Item Response Theory; Pass Fail Grading; *Scoring; Test Format; Test Items; *Test Length
IDENTIFIERS- Accuracy; Experts; *Number Right Scoring

In this study, items were drawn from a full-length test of 30 items in order to construct shorter tests for the purpose of making accurate pass/fail classifications with regard to a specific criterion point on the latent ability metric. A three-item parameter Item Response Theory (IRT) framework was used. The criterion point on the latent ability metric corresponded to a criterion domain true score (80% correct) established by an expert panel. The shorter tests were compared to the full-length test in terms of classification accuracy. Number correct (NC) scoring was used. It was found that the classification accuracy of shorter tests met or even exceeded that of the full-length test. Results suggest that, in general, a test targeted on a specific level of ability can be about half the length of a test designed to classify examinees with regard to several (five) levels of ability, without compromising classification accuracy. For lower levels of ability, where guessing at difficult items on the test contributes more measurement error than information, tests can be shortened even more. These conclusions are limited to tests in which pass/fail decisions are based on a number correct score. (Author/SLD)

ED 454 241 TM 032 839

Lit, Ira W.
Casting My Own Shadow: Issues and Questions for Researchers Shadowing the Very Young.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Kindergarten; *Kindergarten Children; Primary Education; *Research Methodology; Researchers; School Choice; School Desegregation; Transfer Students; Urban Youth
IDENTIFIERS- Researcher Subject Relationship; *Shadowing

A researcher examined his experiences shadowing young children as they participated in a voluntary transfer and desegregation program that allowed their parents to choose to send them to schools outside their home district. This paper describes the practice of shadowing and discusses some of the issues involved in this technique. There are three areas in which the shadowing approach has been especially complicated by the age and developmental levels of these subjects, who were in kindergarten at the time of the study. The first is the complicated area of relationships, between the researcher and the student, among students, and with adults. The second area of concern is that of roles, the multiple roles the researcher is required to play at the research site. The final area is the issue of the researcher's influence on the research subjects. Anyone thinking about using this research method with young children should give careful attention to these three issues. (SLD)

ED 454 242 TM 032 840

Hedges, Larry V.; Konstantopoulos, Spyros; Thoreson, Amy
Computer Use and Its Relations to Academic Achievement in Mathematics, Reading, and Writing. NAEP Validity Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 62p.; Commissioned by the NAEP Validity Studies NVS Panel.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; Elementary Secondary Education; National Surveys; *Research Design; Research Methodology
IDENTIFIERS- *Access to Computers; *National Assessment of Educational Progress

The purpose of this study was to examine patterns of computer use in U.S. schools and the relation of computer use to academic achievement in mathematics, reading, and writing. The report discusses methodological issues and presents the results of analyses of the social distribution of computer use and the relation of computer use to academic achievement. The research is based on evidence from the National Assessment of Educational Progress (NAEP). The first section describes analyses of the computer use data collected in the 1996 main assessment in mathematics and the 1998 NAEP main assessments in reading and writing achievement. The section gives a brief description of how each of the variables was measured and outlines weaknesses in measurement approaches and the measurement of alternatives considered. The next section, "The Social Distribution of Computer Use," briefly reviews findings about differences among students from different economic, gender, and racial/ethnic groups with regard to the availability and use of computers for schoolwork. "The Relation of Computer Use to Academic Achievement" is also discussed, and it is concluded that, given the weaknesses of NAEP data for causal inference, even tentative conclusions about the relation of achievement and computer use on the basis of NAEP data are not warranted. Four recommendations are made for the improvement of NAEP data on computer use: (1) treat the design, validation, and production of background items with as much care as the cognitive items; (2) consider developing teacher questionnaire items that would obtain information about the specific computer software and hardware used; (3) consider supplementing the NAEP design with an in-depth study of a small sample of schools; and (4) consider a multi-site experiment to determine how teachers and students are using computers and what impact computers have on achievement. Appendixes contain the text of questions on computer use from three assessments. (Contains 77 references.) (SLD)

ED 454 261   TM 032 864

Wisconsin Knowledge and Concepts Examinations, 1999-2000. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume I. Grade School (Grade 4). Wisconsin Student Assessment System.
PUB DATE- 00
NOTE- 1063p.
LANGUAGE- English
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Tests; *Elementary School Students; *Grade 4; Intermediate

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Graduation Requirements; *High Schools; High Stakes Tests; Instructional Leadership; Interviews; *Principals; Regression (Statistics); *Vocational Education
IDENTIFIERS- *New Jersey High School Proficiency Test; *Transformational Leadership

The New Jersey High School Proficiency Test (HSPT) is a "high stakes" test administered as a graduation requirement to all 11th grade students in New Jersey high schools. High school principals have been held increasingly accountable for successful HSPT scores. This study used Leithwood's model of transformational leadership (K. Leithwood, 1994), which adapts Bass and Avolio's (B. Bass and B. Avolio, 1997) transformational and transactional leadership theory to schools, to conceptualize principal leadership. The researchers used a statistical regression model to analyze quantitative data from a questionnaire completed by 57 principals and conducted interviews with 4 principals and 8 teachers to investigate the relationship between principal transformational leadership style and other selected variables on HSPT passing rates in vocational and comprehensive high schools. The main result of the study is that transformational leadership of principals significantly affects HSPT passing rates in reading, mathematics, writing, and all sections combined. The results also show that to achieve the same HSPT passing rates, stronger transformational leadership is needed in vocational schools compared to comprehensive high schools. In addition, the findings show that student attendance rate and eligibility for free or reduced price lunch each have a significant effect on HSPT passing rates, whereas enrollment size and mobility rate have no effect on HSPT passing rates. (Contains 1 table and 18 references.) (Author/SLD)

ED 454 282   TM 033 026

Stough, Laura M.
The Effects of Test-Taking Strategy Instruction on the Processing of Test Items.
PUB DATE- 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (15th, Houston, TX, February 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Higher Education; Multiple Choice Tests; *Responses; Test Items; *Test Wiseness; *Undergraduate Students
IDENTIFIERS- *Strategy Training

The types and frequency of markings students made on multiple choice tests were studied as an indication of students' metacognitive test-taking strategies. Also studied was whether instruction in test-taking strategies affected students' fluency and flexibility of strategy use as demonstrated through the marks they made on tests. Participants were 90 undergraduates in 16 sections of a learning strategies course. Students were tested on three occasions in the semester. Answer indication and option elimination marks were most commonly made, with option elimination marks most commonly associated with high test scores before test-taking strategy instruction. After strategy instruction, and perhaps as a result of

NOTE- 479p.; Project Officer: Janis Brown. For the related High School Transcript Study tabulations, see TM 033 198. For the 1990 "Data File User's Manual," see ED 361 354. For the 1994 "High School Transcript Study Technical Report," see ED 411 325.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Records; *Core Curriculum; *Course Selection (Students); Data Collection; Data Processing; Databases; Educational Policy; Educational Trends; *High School Students; High Schools; National Surveys; Research Design; *Research Methodology; Sample Size; *Sampling; Tables (Data); Trend Analysis; User Needs (Information)
IDENTIFIERS- *High School Transcript Study; National Center for Education Statistics

The 1998 High School Transcript Study provides the U.S. Department of Education and other educational policymakers with information regarding current course offerings and students' course-taking patterns in U.S. secondary schools. Similar studies were conducted in 1982, 1987, 1990, and 1994. This guide documents the procedures used to collect and summarize the data. It also provides information needed to use all publicly released data files produced by the study. In previous years, the information in this technical report was reported in two documents, the Data File User's Manual and the Technical Manual. The report contains these sections: (1) "Introduction to the High School Transcript Study"; (2) "Background: Sample Design"; (3) "Selection of Primary Sampling Units, Schools, and Students for the 1998 High School Transcript Study"; (4) "Data Collection Procedures"; (5) "Data Processing Procedures"; (6) "Weighting and Estimation of Sampling Variance"; and (7) "1998 High School Transcript Study Data Files." Fifteen appendixes provide supplemental information, including the questionnaires and the code books for the study's individual files. (Contains 32 tables, 3 figures, 15 exhibits, and 16 references.) (SLD)

ED 454 303 TM 033 198

Roey, Stephen; Caldwell, Nancy; Rust, Keith; Blumstein, Eyal; Krenzke, Tom; Legum, Stan; Kuhn, Judy; Waksberg, Mark; Haynes, Jacqueline
The 1998 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1998, 1994, 1990, 1987, and 1982 High School Graduates.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01
NOTE- 1179p.; Project Officer: Janis Brown. For the "Data File User's Manual" for this study, see TM 033 197. For the 1994 study tabulations, see ED 423 314.
LANGUAGE- English
EDRS Price- MF09/PC48 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Records; *Core Curriculum; *Course Selection (Students); Data Collection; Data Processing; Databases; Educational Policy; Educational Trends; *High School Students; High Schools; National Surveys; Research Design; *Research Methodology; Sample Size; *Sampling; Tables (Data); Trend Analysis
IDENTIFIERS- *High School Transcript Study; National Center for

the United States, captures the experiences of West Indian Americans who have arrived in the country since 1965. The seven chapters include: (1) "History of Jamaica and the English-Speaking Caribbean" (e.g., from plantation society to the third world and the Creolization of cultures into contemporary Caribbean society); (2) Patterns of Migration to the United States in the Twentieth Century (e.g., global factors in Caribbean migration and patterns of migration before 1965); (3) "Patterns of Adjustment and Adaptation" (e.g., community strength, employment patterns, and building new communities); (4) "West Indian Cultural Traditions: Continuity and Change" (e.g., literature, music, festivals, and religion); (5) "Family Networks" (e.g., from households to networks and remittances and return migration); (6) "The New Challenges: The Second Generation of English-Speaking Caribbean Immigrants" (e.g., identity problems, education and job opportunities, and the specter of deportation); and (7) "Conclusion" (making it despite the odds, making contributions, and challenges ahead). Two appendixes offer migration statistics and notable Caribbean Americans. (Chapters contain references.) (SM)

ED 454 322 UD 034 242

Epstein, Joyce L.
School, Family, and Community Partnerships: Preparing Educators and Improving Schools.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; Edna McConnell Clark Foundation, New York, NY.; Leon Lowenstein Foundation, New York, NY.; National Endowment for the Arts, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 620p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Educational Policy; Educational Research; Elementary Secondary Education; *Family School Relationship; Homework; Inner City; Marital Status; One Parent Family; Parent Attitudes; *Parent Participation; Parent Teacher Cooperation; *Partnerships in Education; School Community Programs; *School Community Relationship; Teacher Attitudes; Urban Schools

This book examines how teachers and administrators can prepare themselves to create positive relationships and productive partnerships with families and communities. There are two main parts with seven chapters. The chapters include readings by outside authors. Part 1, "Understanding School, Family, and Community Partnerships," includes: (1) "Introduction" (e.g., matching rhetoric with practice, the need, the gap, the goals, and achieving the goals); (2) "Theory and Overview," which includes "Toward a Theory of Family-School Connections: Teacher Practices and Parent Involvement" (Joyce L. Epstein) and "Perspectives and Previews on Research and Policy" (Joyce L. Epstein); and (3) "Research," which includes "Parent Involvement: A Survey of Teacher Practices" (Henry Jay Becker and Joyce L. Epstein), "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities" (Joyce L. Epstein and Henry Jay Becker); "School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools" (Joyce L. Epstein and Susan L. Dauber); "Parents' Reactions to Teacher Practices of Parent Involvement" (Joyce L. Epstein);

This paper examines the underlying political and institutional theories that policymakers are embracing as they approve of new mayoral takeovers of public schools, discussing what has fostered this recent governance change that reverses the century-old progressive effort to remove mayors from school governance. Some of the reasons for mayoral takeover include bureaucratic dysfunction, decreasing faith in urban school boards, a push toward accountability, and new demands placed on mayors and urban governments as a result of diminished federal funds for urban areas and changing urban coalitions. Some of the different models being used in cities around the U.S. are described. The paper also examines reasons why policymakers in Boston, Massachusetts and Chicago, Illinois, as well as in other cities, have been interested in giving more power to mayors. Finally, the paper examines some of the early changes that resulted from the governance changes in Boston and Chicago and discusses the future of mayoral control. (Contains 32 references.) (SM)

ED 454 341 UD 034 264

Weinles, Dan
Principal Success and Perceptions of Organizational Constraint in City Schools: A Multi-Site Case Study.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Elementary Education; *Inner City; *Organizational Climate; *Principals; Public Schools; *Urban Schools
IDENTIFIERS- Constraints

This study examined three inner-city public elementary school principals whose schools had most significantly improved across a 2-year period as measured by a district-wide index of performance, investigating their perceptions of organizational constraint and their resulting practices. The performance index was obtained using students' SAT-9 standardized test scores, student and teacher attendance, retention rates, and percentage of students who scored below basic on their SAT-9 tests. Interviews were conducted with principals, school teacher leaders, and subdistrict leaders. Results revealed several common themes among the principals, their working partners, and the school district. However, there was distinct variation among principals, lead teachers, and subdistrict leaders in their reports of organizational constraint on principals' autonomy. Recurring themes included the integral importance of the principal to school success; constraints on resources, time, and communication; the relationship between the school and its subdistrict; and the overall emphasis on results as the prime determinant of principal and school success. The most important variable in principal autonomy was the relation between the school and the subdistrict office and, in particular, the relationship between the principal and the subdistrict leader. Appended are principal profiles. (Contains 31 references.) (SM)

ED 454 342 UD 034 265

Sandler, Susan; Wong, Francis; Morales, Esther; Patel, Vinay
Turning "to" Each Other Not "on" Each Other: How School Communities Prevent Racial Bias in School Discipline. A

Works: An Evaluative Study of National Science Foundation's Urban Systemic Initiatives. Study Monograph No. 2.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 00
NOTE- 86p.; Assisted by Linda Crasco, Hunhee Ken Lee, Jennifer Manise, and Pendred Noyce. For the 2000 report, see UD 034 293. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Techniques; *Curriculum Development; *Educational Change; Educational Technology; Elementary School Mathematics; Elementary School Science; Faculty Development; Intermediate Grades; Mathematics Instruction; Middle Schools; Problem Solving; Program Effectiveness; Program Evaluation; Science Instruction; Secondary School Mathematics; Secondary School Science; Small Group Instruction; Student Evaluation; Teaching Methods; Time Management; *Urban Schools
IDENTIFIERS- Content Area Teaching; *Enaction Theory

This report presents results from four 1999 Urban Systemic Initiative (USI) school district surveys. The Survey of Enacted Curriculum is the study component of a grant from the National Science Foundation to examine how reform works in USI districts. The study explores the impact of USI programs on student achievement and the learning infrastructure in urban school districts and will develop an inferential causal model linking USI drivers and other key elements. This survey analyzes urban school mathematics and science practices, focusing on enacted curriculum contents and teaching practices. It provides a means of validating reform changes in the four sites by analyzing responses from intervention and control group teachers. In each site, 80 teachers were selected from 20 elementary and middle schools. The initial report on enacted curriculum in USI sites demonstrates that: the survey approach tried at the four USI sites can be used to analyze curriculum and teaching in classrooms; the analysis can be used across different classes, schools, and districts; and a purposeful sample of schools and teachers can be used to compare curriculum and instruction in schools that have high implementation of systemic reform with USI schools that have less implementation. Appendixes include the USI evaluative study abstract and year one progress summary, a brief description of four USI school districts, class descriptions, and content maps. (SM)

ED 454 362 UD 034 293

Kim, Jason J.; Crasco, Linda M.; Blank, Rolf K.; Smithson, John
Survey Results of Urban School Classroom Practices in Mathematics and Science: 2000 Report. Using the Survey of Enacted Curriculum Conducted during Eight USI Site Visits. How Reform Works: An Evaluative Study of National Science Foundation's Urban Systemic Initiatives. Study Monograph No. 3.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 01
NOTE- 94p.; Assisted by David J. Leavitt. For the 1999 report, see UD 034 292.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

were in jobs relevant to their field of study. Graduates indicated they were most likely to return to study topics of personal interest and less likely to return to pursue an additional degree. Student comments were categorized describing education outcomes (88% positive, 6% negative), education as it relates to the job world (40% positive, 60% negative), and education experience (57% positive, 43% negative). Appendix A contains a list of 194 companies employing graduates. Appendix B contains a response profile broken down by the DCCCD college respondents attended. (PGS)

ED 453 880 JC 010 439

Eisenberg, Diane U., Ed.; Mahoney, James R., Ed.; Labib, Nadya, Ed.
Improving Foreign Language Education at Community Colleges. AACC Special Reports No. 5.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Improvement; Educational Innovation; *Institutional Mission; *Instructional Effectiveness; Language Enrichment; Mentors; Program Effectiveness; *Program Implementation; *Second Language Instruction; Two Year Colleges

Improving Foreign Language Education at Community Colleges, a project from the American Association of Community Colleges (Washington, D.C.), is described in this report as an effort to advance the quality and extent of foreign language education at community colleges across the nation. The project provides a combination of resources for selected colleges to use to strengthen and enhance their foreign language programs. This report documents colleges' innovations and progress. Principal features of the project include the following: creation of a three-member college team; preparation of an initial action plan to address identified college needs; assignment of a pool of mentors; and two national conferences. The mentors played a central role in the successful achievement of the goals of the 15 participating colleges. This document discusses the problems encountered by foreign language departments at these colleges, their planned solutions to the problems, and the results of their efforts over a year-long effort. Case studies demonstrate the unusual success of the colleges' efforts and hint at the growth these programs will experience in the future. (JA)

ED 453 881 JC 010 441

American Association of Community Colleges Membership Directory, 2000.
PUB DATE- 00
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Colleges; Institutional Cooperation; *Partnerships in Education; *Public Colleges; Shared Resources and Services; *Two Year Colleges

This 2000 American Association of Community Colleges (AACC) (Washington, D.C.) Membership Directory provides a

Corning Community College Institutional Report Card, November 2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Institutional Evaluation; *Outcomes of Education; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Corning Community College NY

The Institutional Report Card of Corning Community College (CCC) (New York) presents data on traditional indicators of effectiveness common to many institutions, such as graduation, success, and employment rates, as well as student satisfaction. It also includes results of the State University of New York's (SUNY) Student Opinion Survey and strategic planning priorities and achievements. Corning Community College has begun to survey students with regard to their educational objectives. Each semester, entering students are also surveyed to determine the type of technology that they have available to them. This information will be tracked to measure success by matching a student's intent upon admission with outcome (graduation, transfer, and classes only). Report highlights include: (1) in fall 2000, about 42% of entering students' educational goals were to obtain a certificate/degree and transfer; (2) more than 80% of entering students own a computer and 71% have Internet access; (3) 74% of CCC alumni find jobs in their chosen field and are employed in the service area; and (4) during the most recent Student Opinion Survey, CCC was rated the highest of all SUNY community colleges by currently enrolled students for its learning centers, where tutors, professional staff, and faculty are available to provide math and writing support for all students who desire help. (JA)

ED 453 902 PS 028 945

Barber, Jacqueline
Parent Partners: Workshops to Foster School/Home/Family Partnerships. A Guide to Presenting Parent Education Workshops.
PUB DATE- 00
NOTE- 196p.; Produced with Lynn Barakos and Lincoln Bergman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; Elementary School Science; *Family School Relationship; Learning Strategies; *Parent Education; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Partnerships in Education; Student Evaluation; *Workshops

Noting that the growing concern among parents about the quality of their children's elementary science and mathematics education--reinforced by media reports on various educational controversies--contributes to a lack of understanding between teachers and parents, this book provides three parent education workshops designed to bridge the gap. The focus of the workshops is on sharing recent research and its implications for parents and caregivers, explaining the rationale for reforms in elementary science and mathematics education, and explaining approaches to testing and assessment of children's progress in these subjects. The book's introduction discusses

Asserting that U.S. policy makers have much to gain from studying child care financing and delivery approaches in other economically-developed countries, this paper summarizes aspects of the organization and financing of early childhood education and care (ECEC) services across 14 industrialized countries as of the mid-1990s. The first section describes the paper's selection of countries, the time frame, the data sources, and the organizing framework for cross-country comparisons. The next sections analyze cross-national variation in the direct provision of ECEC services and the organization of other forms of public financing, then turn to comparisons of national ECEC expenditures and enrollments. The paper concludes by considering the implications of alternative approaches to service organization and financing for expansion of ECEC in the United States. (Contains 37 references.) (EV)

ED 453 920   PS 029 476

Neuman, Michelle J.
Hand in Hand: Improving the Links between ECEC and Schools in OECD Countries.
PUB DATE- 01
NOTE- 41p.; In: Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, NY, May 11-12, 2000); see PS 029 473.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Developmental Continuity; *Early Childhood Education; Foreign Countries; National Programs; Policy Analysis; Program Descriptions; Program Effectiveness; *School Readiness; *Transitional Programs
IDENTIFIERS- *Linkage; Organisation for Economic Cooperation Development

This paper explores efforts to link early childhood education and care (ECEC) with schools in countries of the Organization for Economic Cooperation and Development (OECD), other than the United States. The first part of the paper discusses the context for children's transitions from ECEC to school, the ways in which transitions are understood, and some of the barriers to improving links between ECEC and schools. The second part of the paper presents and analyzes different strategies to promote continuity for children as they move from ECEC to school. Examples from OECD countries illustrate some of the diverse approaches. Possible lessons from these international experiences are highlighted, with the aim of informing efforts to strengthen the links between ECEC and schools in the United States and other OECD countries. The paper draws primarily on research from the OECD Thematic Review of Early Childhood Education and Care Policy, a comparative study in 12 countries. (Contains 39 references.) (EV)

ED 453 921   PS 029 477

Bennett, John
Goals and Curricula in Early Childhood.
PUB DATE- 01
NOTE- 38p.; In: Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, NY, May 11-12, 2000); see PS 029 473.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art Activities; *Child Development; *Creative Development; *Creativity; Dramatic Play; Educational Practices; Emergent Literacy; Movement Education; Multilingual Materials; Music Activities; *Preschool Education; *Self Expression; Videotape Recordings; Young Children
IDENTIFIERS- Early Head Start; *Project Head Start

Recognizing that creativity facilitates children's learning and development, the Head Start Program Performance Standards require Head Start programs to include opportunities for creative self-expression. This guide with accompanying videotape, both in English- and Spanish- language versions, encourages and assists adults to support children's creative expression through art, music, drama, dance, creative movement, and dialogue. The guide has five chapters that follow the same sequence as the subtitles in the 13-minute videotape, "A Creative Adventure." Chapter 1 describes the importance of creative activities for children's learning and development. Chapter 2 describes the importance of the visual arts, assists adults in setting the stage at home or in the classroom for art activities, and offers suggestions about how to listen and respond to children when they talk about their creative work. Chapter 3 provides an overview of how young infants, mobile infants, toddlers, and preschoolers grow and develop skills in art, music, movement, and dramatic play. Chapter 4, based on theories of multiple intelligences, encourages staff to recognize each child's strengths and to plan activities that allow children to participate according to their interests, abilities, and skill levels. This chapter also presents a rationale for encouraging music and movement and provides suggestions for related activities. Chapter 5 illustrates how adults can participate, observe, listen to, and interact with children engaged in dramatic play, and describes the linkages between emergent literacy and dramatic play and drama. Each chapter contains an introduction to its theme, including a related segment from the videotape; a rationale for encouraging creativity and tips on providing opportunities for creative expression; a suggested training activity; and a list of resources. (KB)

ED 453 940 PS 029 523

Hutchins, Teresa; Sims, Margaret
Programme Planning for Infants and Toddlers.
PUB DATE- 00
NOTE- 22p.; Paper presented at the European Conference on Quality in Early Childhood Education (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anthropology; Attachment Behavior; *Caregiver Child Relationship; Child Caregivers; *Day Care; Infant Care; *Infants; *Models; Parent Caregiver Relationship; Play; Preschool Education; Theories; *Toddlers
IDENTIFIERS- Knowledge Bases

Caring for infants and toddlers has long been conceptualized in Western society as mothers' work, and consequently devalued. Alternative care for infants and toddlers has lacked a knowledge base like that undergirding preschool education.

adolescence. This study examined the nature of change over a 2-year period of parenting style, parenting involvement, and autonomy among special education students; compared these variables among regular and special education students; and attempted to assess the direction of influence of parenting style and involvement in schooling practices on regular and special education students' level of autonomy. Participants were from the first two waves of two 3-year longitudinal studies. The sample of Study 1 included 866 regular education students with an average of 14.4 years at Time 1. The Study 2 sample included 350 special education students with a mean age of 15.4 years at Time 1. Participants completed the Student Report of Autonomy, the Student Report of Parenting Style, and the Student Report of Parent Involvement twice over 2 years. Findings indicated no difference over time of parenting and autonomy measures among special education students. Special education students scored lower on autonomy than their regular education same-age peers. Special education students also reported lower parental supervision, lower parental psychological autonomy granting, and lower parental affective support. The direction of influence of parenting style on autonomy differed between regular and special education students. No significant relationship was observed between parental involvement in schooling and special education students' autonomy. On the other hand, reciprocal relationships were observed with regular education students. This study provides evidence for the importance of developing autonomy of special education students. Longitudinal data should be maintained and analyzed to clarify mutually interactive processes in parent-adolescent interactions of both regular and special education students. (Contains 34 references and 6 tables.) (Author/KB)

ED 453 958 PS 029 542

Johnson, Suzanne M.; O'Connor, Elizabeth
For Lesbian Parents: Your Guide to Helping Your Family Grow Up Happy, Healthy, and Proud.
PUB DATE- 01
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Child Development; *Child Rearing; *Children; Divorce; Elementary Secondary Education; Family Structure; Homophobia; *Lesbianism; *Parent Child Relationship; Parent Teacher Cooperation; Parenthood Education; *Parenting Skills; Religion; Sex Role; Sex Stereotypes; Sexual Identity; Sexual Orientation; Sexuality; Stepfamily
IDENTIFIERS- *Homosexual Parents

In addition to those adjustments that any new parents must make, lesbian mothers face numerous special concerns. This book offers information and support for lesbian parents on relations between lesbian mothers and the outside world, child development and social issues, and special circumstances. Chapter 1 introduces a group of lesbian mothers and their families whose comments are quoted throughout the book. Chapter 2 provides an overview of the issues that becoming a mother presents to lesbians. Chapter 3 focuses on the transition to parenthood and how becoming parents affects partners. Chapter 4 deals with explaining lesbianism to one's children. Chapter 5 of analysis. An example is presented exemplifying the complex nature of the interrelationships between intraindividual changes, changes of social contexts, and changes in the relationship between the two: the change from hostile children in gender segregated groups to ambivalent adults with heterosexual relationships. (Contains 25 references.) (KB)

ED 453 974 PS 029 566

Involving Families in Active Learning Settings: A Curriculum Videotape from High/Scope Press. Videotape .
PUB DATE- 01
NOTE- 0p.; For a related document on active learning, see ED 386 294.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Active Learning; *Early Childhood Education; *Educational Environment; *Parent Participation; *Parent School Relationship; Preschool Curriculum; *Preschool Education; Self Evaluation (Individuals); Videotape Recordings
IDENTIFIERS- *High Scope Model

This 23-minute videotape illustrates how staff of preschools, child care centers, Head Start programs, and other early childhood settings can create an environment that welcomes family members and is accepting of each child's family experiences and culture. The videotape features scenes from a variety of High/Scope classrooms to illustrate the following key strategies that invite family participation and create a home-like atmosphere in the early childhood setting: (1) know yourself and your family roots, beliefs, attitudes, and experiences; (2) share your family experiences and culture within the preschool setting; (3) use home visits to learn from families about the child's interests and home experiences; (4) arrange and equip the classroom to reflect children's family experience; (5) consider the community the children live in when selecting materials for the classroom; (6) participate with children as they re-enact family experiences in their play; (7) encourage parents to share their special interests and skills with children in the program; (8) look for opportunities to communicate with parents; (9) talk with parents informally as they drop off and pick up their children; (10) plan field trips, social get-togethers, and educational meetings to involve families; (11) model supportive interactions with children; and (12) plan parent conferences. Included with the videotape is a checklist for evaluating how well the classroom environment mirrors the family experiences of children in the classroom. (KB)

ED 453 975 PS 029 567

Epstein, Ann S.
All about High/Scope: Practical Summaries of High/Scope's History, Educational Approach, and Curriculum. Numbers 1-10.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Adult Child Relationship; Conflict Resolution; *Early Childhood Education; *Educational Environment; Educational History; Educational Objectives; *Educational Practices; *Preschool Curriculum; *Preschool

Materials; *Youth Clubs; *Youth Programs
IDENTIFIERS- *Boys Clubs of America; Department of Housing and Urban Development; *Girls Clubs of America

To help create safe havens and positive opportunities for youth in Native American and Alaska Native communities, the Department of Housing and Urban Development (HUD) became a partner with Boys & Girls Clubs of America (B&GCA). This guide describes how the B&GCA proven prevention model can be adapted for use in Indian Country to promote education, healthy lifestyles, cultural enrichment, and leadership development. Part 1 discusses the advantages of belonging to B&GCA, the support available through HUD for clubs in Indian Country, and the requirements for starting a club. Part 2 describes how to establish club structures and set up and operate a club. Part 3 covers resource development and fundraising, including B&GCA, federal, community, foundation, and corporate resources. Contact information is given for nonprofit agencies in 47 states, the District of Columbia, and Puerto Rico that provide information on private philanthropic giving. Part 4 gives profiles of 18 Boys & Girls Clubs in Indian Country. Each profile presents a brief history of the club, programs offered, and contact information. Part 5 presents contact information for area offices of HUD's Office of Native American Programs, B&GCA regional service centers, all 47 Boys & Girls Clubs serving Indian communities, the chairman and members of the Native American National Advisory Committee, and Native American resources on the Internet. Appendices present B&GCA membership requirements, sample documents, and training and workshop opportunities for program professionals. (TD)

ED 453 994 RC 023 011

Hill, Frank; Kawagley, Oscar; Barnhardt, Ray
AKRSI Final Report: Phase I, 1995-2000.
SPONS. AGENCY- Rural School and Community Trust, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 27p.; Produced for the Alaska Rural Systemic Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Alaska Natives; American Indian Education; *Change Strategies; *Culturally Relevant Education; *Educational Change; Elementary Secondary Education; Mathematics Education; Rural American Indians; *Rural Education; Rural Schools; Science Education
IDENTIFIERS- *Alaska Rural Systemic Initiative; *Indigenous Knowledge Systems; Systemic Change

The Alaska Rural Systemic Initiative (AKRSI) implements initiatives to document the indigenous knowledge systems of Alaska Natives and develop pedagogical practices and school curricula that appropriately incorporate indigenous knowledge and ways of knowing into the formal education system. These initiatives foster interconnectivity between two interdependent but historically disconnected and alienated educational systems--the indigenous knowledge systems rooted in Native cultures, and the formal education system that has been imported. These systems have complementary scientific and mathematical knowledge and skills that can strengthen the quality of education for students throughout rural Alaska. AKRSI has positively influenced student performance. In its first 5 years, the AKRSI strategy has produced increases in student achievement scores; the number of rural students attending

Glatzmaier, Luann; Myers, Monique; Bordogna, Melissa A.

American Indians' Construction of Cultural Identity.

PUB DATE- 00

NOTE- 34p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- American Indian Culture; American Indian Studies; Biculturalism; *Communication (Thought Transfer); *Cultural Maintenance; *Ethnicity; *Identification (Psychology); Labeling (of Persons); Nonformal Education; Parent Child Relationship; *Self Concept; *Urban American Indians

IDENTIFIERS- Communication Styles; *Intergenerational Transmission

This paper examines how American Indians construct and describe their own cultural identities. In particular, it focuses on cultural group identity from the perspective of three American Indians living in an urban setting, and on the ways that cultural identity can be communicated and enacted. Two American Indian women and one American Indian man, aged 25-40, were interviewed. Themes related to the construction of cultural identity were identified, and second interviews were conducted to confirm and enlarge those themes. Major themes were: (1) self-identification as Indian or as a member of a specific tribe versus identity imposed by others, particularly the federal government; (2) use of cultural practices and rituals to affirm identity, communicate it to others, and connect with other Indians; (3) story telling as a means of teaching and learning cultural values and heritage; (4) the tensions of balancing traditional Indian ways with living in the modern American world; (5) shared Native history of language loss; (6) silence as a way of communicating; (7) the importance of spirituality and respect for nature; and (8) perpetuating culture and transmitting it to children by modeling values and practices. (SV)

ED 454 012 RC 023 033

Hill, Dawn Martin

Indigenous Knowledge as a Tool for Self-Determination and Liberation.

PUB DATE- 00

NOTE- 40p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Discourse; American Indian Culture; Canada Natives; Colonialism; *Cultural Maintenance; *Empowerment; Higher Education; *Indigenous Populations; Intellectual History; Scholarship; *Self Determination; *World Views

IDENTIFIERS- *Hegemony; *Indigenous Knowledge Systems

This paper explores aspects of Indigenous knowledge on several levels and examines the role of Indigenous knowledge in an average of 3 times. Nearly all subjects attended public schools. Six patterns of growth were identified in which subjects demonstrated greater initiative or self-directed independence. The patterns differed in skill domain: self-help and daily living tasks, self-reliance and decision making, leisure activities, social interactions, communication, and interest in helping others. Comments from parents and counselors are included for each pattern. Reasons for differential outcomes among campers, transfer of learning to home, and camp program elements that encourage growth are discussed. (Contains 32 references.) (SV)

ED 454 030 SE 063 524

de Oliveira, Clara Amelia
Innovation on Teaching/Learning Aspects for Entry Level Courses.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; Curriculum Development; Engineering Education; Foreign Countries; Higher Education; *Interdisciplinary Approach; Introductory Courses; *Learning Strategies; Teacher Education; *Teaching Methods; Technology Education
IDENTIFIERS- Brazil

This paper presents an overview of the fundamental characteristics of the teaching and learning environment of a computer language class course designed for college-level engineering and computer science education. Characteristics include training teachers, student evaluation, learning environment, and integrating disciplines. (Contains 16 references.) (YDS)

ED 454 031 SE 063 767

Beal, Susan
Integrating Mathematics and Methods.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Learning; Elementary Education; *Elementary School Teachers; Higher Education; *Integrated Curriculum; Mathematics Instruction; *Preservice Teacher Education; Problem Solving; Standards; *Teaching Methods
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

This paper discusses a two-semester integrated mathematics content and methods course for preservice elementary school teachers taught for the past twenty years at Saint Xavier University. The course material is presented in a problem solving format in a laboratory context with students working with manipulative materials as part of cooperative group. Such a format allows prospective elementary school teachers to (re)learn mathematics and learn about the teaching of mathematics in a way that they have not been exposed to previously and in a way which is consistent with the National

Making Connections among Different Representations: The Case of Multiplication of Fractions.
PUB DATE- 01
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Supported in part by a grant from Rowan University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Fractions; Grade 5; Intermediate Grades; *Mathematics Instruction; *Multiplication; Teaching Methods
IDENTIFIERS- *Representations (Mathematics)

The purpose of this study was to document and trace how students' understanding of situations that involve finding a fractional part of a fraction developed during a course of instruction in which students explored and represented various kinds of situations using each of the five representational systems. A class of 5th grade students (n=22) participated in this study which involved 13 days of instruction spread over 4 school weeks. The results of this study suggest that understanding the process of making connections among representations is of crucial importance. Examining student solution methods in various representational systems for problems involving the multiplication of a fractional quantity by a fractional operator and attempting to tease out the connections among those representations suggests that students can develop the double partitioned model as a meaningful physical representation for the product of two fractions. (Contains 22 references, 9 figures, and 2 tables.) (ASK)

ED 454 054 SE 064 909

Powell-Mikle, Angiline
African American Mathematic Student Perceptions of Peers, Education, and Mathematical Experiences.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Elementary Secondary Education; *Equal Education; Higher Education; *Mathematics Achievement; *Mathematics Instruction; Student Attitudes

This paper studies successful African American students' perception of their mathematics education, mathematics knowledge, and their interaction with peers. Two female and four male participants attending the same southern four-year university completed courses in calculus 1, 2, and 3. Data was gathered using interviews, surveys, exemplary teacher observations, and autobiographies. It was concluded that the participants in this study generally had positive feelings about their mathematics education and knowledge. They felt that they were successful because they could apply the reasoning and logic skills of mathematics to their everyday lives. (Contains 16 references.) (ASK)

ED 454 055 SE 064 910

building improves the social life of the students. (Author/YDS)

ED 454 077 SE 064 952

Hill, Susan T.
Science and Engineering Degrees: 1966-98. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Engineering; *Engineering Education; Higher Education; *Science Education; Tables (Data)
IDENTIFIERS- National Science Foundation

This document contains detailed statistical data on science and engineering degrees between 1966 and 1998. The data is based on two surveys. Bachelor's and Master's degree data were collected by the National Center for Education Statistics (NCES), and data on doctorates were collected by the Survey of Earned Doctorates, which is sponsored by the National Science Foundation (NSF). The data include the earned degrees in the United States, comprising 50 States, the District of Columbia, and the U.S. Territories and Outlying Areas. The report includes three sections: (1) Technical Notes; (2) Detailed Statistical Tables; and (3) Classification of Programs. (YDS)

ED 454 078 SE 064 958

Star, Jon
"Reform" at the Collegiate Level: Examining Students' Experiences in Harvard Calculus.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; College Students; High Schools; Higher Education; *Mathematics Curriculum; *Mathematics Instruction; *Student Attitudes

This paper focuses on student experiences of different mathematical expectations at the University of Michigan (UM). Upon entering UM, all students who choose mathematics take courses that use a reform curriculum. Data collection methods and the students who chose to participate in the study are described. These students' experiences in the UM calculus program are also characterized in terms of the four criteria used to determine whether or not they experienced a mathematical transition: achievement, approach to learning, disposition, and perception of difference. Nineteen first-year students at UM volunteered for this study (ten females, nine males). This indicates that students noticed much that was different in UM mathematics courses as compared to high school. These differences tended to focus on issues of teaching, explanation, and group work rather than features of the curriculum. (Contains 19 references, 12 tables and 2 figures.) (ASK)

ED 454 079 SE 064 977

historically defined and described scientific literacy, and ascertains whether or not fundamental differences in meanings and interpretations are really present. Among these findings are the elements comprising the concept of scientific literacy have nearly doubled since the term's introduction in 1952. The elements most commonly associated with scientific literacy include conceptual knowledge of the sciences, and the relationships between science and society, and science and technology. No two publications list exactly the same elements for scientific literacy, but there have been no new elements added to the accrued list since the introduction of the first national policy document for the goal in 1989. However, the reform documents that purport to define the term give it a definition that is many dozens of pages in length. It is suggested that shorter, more understandable definitions for the term might be useful. Alternatively, 'scientific literacy' has also taken on status as a slogan, and as such it may actually be beneficial not to define it too closely. (Contains 71 references and 9 figures.) (Author/YDS)

ED 454 100   SO 032 045

Richardson, Donald
Is Graffiti Art?
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Behavior; Art Education; *Design; Foreign Countries; *Self Expression; Social Behavior; Urban Culture; *Urban Environment; *Urban Problems; Vandalism
IDENTIFIERS- *Australia; *Graffiti

Although by no means universally so, urban graffiti is commonly regarded as vandalism. It costs authorities in Australia hundreds of thousands of dollars to remove each year, and it offends many adults as callow effusions of the territorial markings of "human tomcats." Authorities are mounting campaigns to catch the offenders in the act and punish them severely. But the offenders mostly maintain that they are making "art"--a positive act, not vandalism--and improving the environment. This paper views this response as stemming from an inadequate and even totally wrong conception of what art really is. The paper locates graffiti conceptually within "design," but finds that even so it cannot be justified. The paper suggests a national regimen of teaching art in all schools. It is highly likely that the creative energy, a natural and laudable aspect of growing children, would be channeled into socially acceptable forms of expression, without repression. (BT)

ED 454 101   SO 032 049

Stasny, Peter
Bauhaus Pedagogy in Exile: Ludwig Hirschfeld-Mack and Art Education.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual World Congress of the

DESCRIPTORS- Demography; *Females; Foreign Countries; *Futures (of Society); Health; Human Geography; Middle Schools; *Population Growth; Secondary Education; Social Studies; Socioeconomic Status; *Urban Population; *World Problems
IDENTIFIERS- Environmental Problems; *Global Issues

This booklet focuses on eight elements of population dynamics: "Population Growth and Distribution"; "Natural Increase and Future Growth"; "Effect of Migration on Population Growth"; "Three Patterns of Population Change"; "Patterns of World Urbanization"; "The Status of Women"; "World Health"; and "Environmental Relationships." Charts and graphs supplement each topic with one full-size chart suitable for class distribution or transparencies. A series of defined terms and a frequently asked question accompany each topic. The most recent "World Population Data Sheet" and a teacher's guide, which contains information and questions for class discussion, accompany the booklet. (BT)

ED 454 121 SO 032 812

Martz, Carlton; Hayes, Bill
Military Authority.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 01
NOTE- 18p.; Bill Hayes, Editor. Theme issue. For other issues of the "Bill of Rights in Action," see ED 452 106, ED 453 093, ED 453 101, ED 452 124-126, and ED 444 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Females; Foreign Countries; Gender Issues; *Government Role; Homosexuality; Korean War; Secondary Education; Social Studies; *United States History; *World History; World War I
IDENTIFIERS- France; Truman (Harry S)

This issue of "Bill of Rights in Action" explores questions of military authority. The first article looks at the French Army mutinies in World War I and how the French Army dealt with them. The second article examines President Truman's firing of popular and powerful General Douglas MacArthur during the Korean War. The final article looks at how the U.S. military is dealing with the harassment of women and gays in its ranks. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 454 122 SO 032 826

Kealey, Robert J., Comp.
Programs That Educate.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; Early Childhood Education; Educational Philosophy; Elementary Secondary Education; Instructional Effectiveness; Models; *Professional Development; *Program Descriptions; *Religious Education; *Student Needs
IDENTIFIERS- Religious Practices

The essays in this collection reflect on effective practices conducted in Catholic schools. Essays were written by participants in the 2000 principals' academy. Under "Section 1: Religious Education" are the following essays: "Kingdom Builders" (Sr. M. Joseph); "Sacramental Programs, Parish

Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; *Childrens Literature; Elementary Secondary Education; Language Arts; Popular Culture; Profiles; Student Interests; Supplementary Reading Materials
IDENTIFIERS- *Biodata

This book presents biographical profiles of 10 authors of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy and readily understand. Biographies were prepared after extensive research, and each volume contains a cumulative index, a general index, a place of birth index, and a birthday index. Each profile provides at least one picture of the individual and information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All entries end with a list of easily accessible sources designed to lead the student to further reading on the individual. Obituary entries are also included, written to provide a perspective on the individual's entire career. Obituaries are clearly marked in both the table of contents and at the beginning of the entry. The following authors appear in Volume 9: Robb Armstrong (1962-); Cherie Bennett (1960-); Bruce Coville (1950-); Rosa Guy (1925-); Harper Lee (1926-); Irene Gut Opdyke (1922-); Philip Pullman (1946-); Jon Scieszka (1954-); Amy Tan (1952-); and Joss Whedon (1965-). (BT)

ED 454 141   SO 032 851

Goldstein, Tara, Ed.; Selby, David, Ed.
Weaving Connections: Educating for Peace, Social and Environmental Justice.
PUB DATE- 00
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Comparative Education; Educational Change; *Educational Philosophy; *Educational Planning; *Educational Policy; Elementary Secondary Education; Environmental Education; Foreign Countries; Global Education; Health Education; Multicultural Education
IDENTIFIERS- *Canada; *Educational Issues; Peace Education; Social Justice

This collection of essays by Canadian educators seeks to achieve two goals. First, it documents educational philosophies and approaches that are directed toward equity, justice, peacefulness, and earth awareness. Second, it challenges current directions in Canadian school reform that promote "back to basics," centralization of control, a conformist concept of citizenship, corporate intrusion, deprofessionalization of the teacher, "doing more with less," "learning for earning," and performance measurability. Following an introduction by the editors, essays are: (1) "Anti-Homophobia Initiatives at the Former Toronto Board of Education" (T. McCaskell; V. Russell); (2) "Multicultural and Anti-Racist Education: The Issue Is Equity" (O. M. Wright); (3) "Black Education in Canada: Past, Present and Future" (M. Bramble); (4) "Educating for Citizenship in Canada: New Meanings in a Changing World" (M. Evans; I. Hundey); (5) "Development Education: Making Connections North and South" (L. Cronkhite); (6) "Education for Gender Equity: Origins and Development" (L. Mofatt); (7) "Navigating the Waters of Canadian Environmental Education" (C. L. Russell; A. C. Bell; L. Fawcett); (8) "A Tapestry in the study to examine the study group's impact on professional learning about mentoring. The first section focuses on an urban elementary mentor teacher study group as a context for professional learning, which met for nine 2-3 hour sessions from September through April. Most of the sessions were devoted to analyzing artifacts of teachers' mentoring practice. This section describes a theoretical approach to understanding learning in communities of practice and presents an approach to analyzing professional learning resulting from interactive talk in the study group. Employing those theoretical and analytic perspectives, it then focuses on one example of the study group's work and examines how teachers used the study group as a context for joint construction of ideas about learning to teach and mentoring. The second section examines leadership for inquiry-oriented discourse and explores issues on initiating and sustaining collaborative learning in the study group. (Contains 22 references.) (SM)

ED 454 161 SP 040 028

Gee, Jerry Brooksher
What Graduates in Education Fear Most about Their First Year of Teaching.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Louisiana Educational Research Association (Baton Rouge, LA, March 8-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Curriculum Development; Discipline; Elementary Secondary Education; Graduate Students; Higher Education; Preservice Teacher Education; *Preservice Teachers; Standards; Teacher Evaluation; Teacher Student Relationship; Undergraduate Students

This study examined the factors that most concerned beginning teachers about their first year of teaching. The study assessed the attitudes of 24 preservice teachers who were enrolled in a senior-level undergraduate methods course and 36 graduate students with teaching experience who were enrolled in a graduate level methods course. Participants completed a questionnaire that focused on: discipline and classroom management, the Louisiana Teacher Assessment Program, planning and meeting curriculum standards, portrayal of teacher confidence and assertiveness, student age levels, student apathy, approval and respect from colleagues, student diversity, working with parents, and motivating students. The strongest concerns of both groups related to discipline and classroom management, the Louisiana Teacher Assessment Program, and planning and meeting curriculum standards. Respondents in both groups also agreed that approval and respect from colleagues should be ranked seventh. Differences in the ranking of the other six items indicated some disparity between the groups (SM)

ED 454 162 SP 040 029

Payne, David A.
Evaluating Service-Learning Activities and Programs.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

DESCRIPTORS- *Classroom Techniques; *College Faculty; Educational Technology; Elementary Secondary Education; Higher Education; *Part Time Faculty; *Pedagogical Content Knowledge
IDENTIFIERS- Westminster College UT

This study used data from classroom visits, mentor surveys, and adjunct focus groups at Westminster College, Utah, to determine where part-time college faculty need the most assistance. Results were compared with research about the challenges student and novice teachers encounter in the schools. Just like student and novice teachers, part-time college faculty faced unexpected challenges in classroom management, were uncomfortable handling difficult students, wanted to be liked, and worried about failing students. Unlike many beginning teachers, they had little problem in content knowledge, but they were generally inexperienced in presenting material in a student-centered, interactive environment. The most common questions adjuncts asked emphasized pedagogical issues (how to promote discussion, make classes lively, and assess student learning). Beginning college teachers, like student teachers, often resorted to the same behaviorist teaching methods to which they were exposed during their education. Like school teachers, part-time college faculty did not have enough proficiency in using computers for teaching. The implications of these findings include: there are more opportunities for elementary and high school teachers with advanced degrees to teach on the college level, and there will be a chance to collect more data on teacher development. (Contains 11 references.) (SM)

ED 454 181 SP 040 055

McDuffie, Amy Roth
Fostering the Process of Becoming a Deliberate Practitioner: An Investigation of Preservice Teachers during Student Teaching.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; Field Experience Programs; Graduate Study; Higher Education; *Internship Programs; Journal Writing; Lesson Plans; Observation; Planning; Preservice Teacher Education; Reflective Teaching; Student Teachers; *Student Teaching

This study examined the efficacy of a student teaching internship component of a teacher education program in fostering the development of reflective practitioners by investigating the experiences of preservice teachers in the program. The study noted the extent to which the various requirements of the student teachers' internships (e.g., journal writing, weekly goal setting, observing other teachers, lesson and unit planning, conducting action research projects, and conferencing with field specialist teachers) contributed to their reflecting on practice. Two preservice elementary teachers were studied during their semester-long student teaching internship. Data collection involved audiotaped interviews with participants and conferences with their field specialist; reflective journal entries and weekly goal statements; lesson and unit plans; data from action research projects; and final research reports. Results indicate that requirements for field experiences must be tailored to meet preservice teachers' individual learning groups of paraeducators and three groups of teachers from rural and urban schools in Idaho and Utah. Participants shared their views on using a team approach to their work, examining the benefits and disadvantages of working as a team. They also discussed their experiences with supervision and evaluation within the team. While there were some differences between the responses given by the different groups, there were several common themes, including: there are such benefits as increased adult contact, greater individualization of instruction, and exposure to a broader range of methodology; potential disadvantages include the opportunity for students to play one adult against the other; supervision of paraeducators is minimal and largely consists of allocation of students and tasks, and communication about students and tasks is informal and severely limited when teachers and paraeducators do not share the same working space; and evaluation of paraeducators is informal and focuses on student performance and needs rather than paraeducator skills and effectiveness. Most respondents preferred working in teams to working alone. (SM)

ED 454 201 SP 040 076

Comprehensive Health Education Standards (Including Physical Activity Standards). Comprehensive Health Rationale.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Comprehensive School Health Education; Decision Making; Elementary Secondary Education; Health Behavior; Health Promotion; Information Technology; Interpersonal Competence; Life Style; Mass Media; Physical Activities; *Physical Activity Level; Physical Fitness; Problem Solving; *State Standards; Thinking Skills
IDENTIFIERS- Risk Reduction

Arizona's comprehensive health education standards begins with a health rationale for each standard, then details the seven standards: (1) students comprehend concepts related to health promotion and disease prevention; (2) students demonstrate the ability to access accurate health information; (3) students demonstrate the ability to practice health-enhancing behaviors and reduce health risks; (4) students analyze the influences of culture, media, technology, and other factors on health; (5) students demonstrate the ability to use interpersonal skills to enhance health; (6) students demonstrate the ability to use goal setting and decision making skills to enhance health; and (7) students demonstrate the ability to advocate for personal, family, and community health. The seven physical activity standards are: students demonstrate proficiency and achievement of higher order cognitive skills necessary to enhance motor skills; students comprehend basic physical activity principles and concepts; students exhibit a physically active lifestyle; students achieve and maintain a health-enhancing level of physical fitness; students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings; students demonstrate understanding and respect for difference among people in physical activity settings; and students develop behavioral skills essential to maintaining a physically active lifestyle. (SM) technologies and their associated pedagogical activities are conceptualized not only as tools but also as social practices. This enables a focus on learning and teaching as transformative practices. The instructional design of the course includes the posting of lecture notes on the Web and virtual tutorials through group e-mail discussions. All five criterion-referenced assessment pieces are required to be submitted at the semester's end on a four-member student Web page that is constructed as part of an assignment. The assignments, two of which are a review of Queensland Web sites and an evaluation of two search engines replete with a log of the search journey, illustrate the new forms of cyber- and techno-literacies. (Information Technology Skills Survey is appended.) (Author/SM)

ED 454 221 SP 040 100

Suleiman, Mahmoud
Technology and Teacher Preparation: Towards a Humanistic Framework.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Multimedia Instruction; *Preservice Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- Paradigm Shifts

This paper examines the place of technology in augmenting future teachers' conceptual awareness and professional skills, highlighting major assumptions about integrating technology into teacher preparation programs (e.g., students have some level of technological literacy prior to entering school, computers are basic necessities in today's schools, and technological literacy is a major skill that must be integrated in education). Other propositions that affect the educational process of students and teachers in technology settings include: incomplete teaching is vital for complete learning; adequate guidance promotes independent, lifelong learning; and effective learning involves inquiry, reflection, and discovery. As technological advances influence educational reform, teachers' roles are changing to meet new learners' needs. The paper examines shifting paradigms in schools resulting from technology and multimedia instruction. For example, education has shifted from passive learning to active engagement, teacher dependency to learner independence, and dissident education to confluent education. Embedded in confluent-based paradigms are several goals, including: developing critical literacy and global world views; understanding oneself by understanding others; and enhancing unity through diversity and multicultural literacy. Confluent techno-pedagogy includes; online multicultural strategies, activities, and tasks; multimedia modes of learning and teaching; and electronic interactive assessment and evaluation tasks. (SM)

ED 454 222 SP 040 101

Arafeh, Sousan; Smerdon, Becky; Snow, Stephanie
Learning from Teachable Moments: Methodological Lessons from the Secondary Analysis of the TIMSS Video Study.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American

Feldman, Jay; Tung, Rosann
Whole School Reform: How Schools Use the Data-Based Inquiry and Decision Making Process.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperation; *Decision Making; *Educational Change; Elementary Secondary Education; *Instructional Leadership; Partnerships in Education; *School Culture
IDENTIFIERS- *Data Based Program Development; Massachusetts; *Reform Efforts

This study examined the experiences of six schools that used the process of data-based inquiry and decision making (DBDM) and the effects of this process on their schoolwide practices. The six schools, all in Massachusetts, were studied by the Center for Collaborative Education, an organization that promotes whole school change through collaborative partnerships with schools. DBDM is a process in which school personnel engage in ongoing analysis of data from multilevel sources to provide a comprehensive picture of the school's strengths and challenges and develop a plan to prioritize and address those challenges. Teams from the six schools were followed as they implemented all aspects of DBDM. The case study of one of these schools, which was successful in implementing DBDM, shows the effectiveness of this approach and the inquiry group process used in schools participating in Turning Points, a middle school education reform network. Two examples illustrate the work of the inquiry groups. The evaluation has resulted in some generalizable findings about the DBDM process. In successful DBDM schools, teachers become more reflective about their practices, and the school becomes a more professional culture. Students in these schools are directly and indirectly influenced by the process. DBDM success is facilitated by multiple levels of leadership, the relationship of DBDM to the school's goals, and support from an external source. Implications for the development of an inquiry based school are also discussed. (SLD)

ED 454 243 TM 032 841

Anfara, Vincent A., Jr.; Brown, Kathleen M.
Qualitative Analysis on Stage: Making the Research Process More Public.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Disclosure; *Qualitative Research; *Research Methodology; Research Reports; *Standards; Validity
IDENTIFIERS- *Openness

The increased use of qualitative research methods has spurred

Grades; Language Arts; Mathematics; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts Examinations for grade 4, spring 2000 (the 1999-2000 school year). Results are presented for the state's total fourth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (minimal, basic, proficient, or advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

ED 454 262 TM 032 865

Wisconsin Knowledge and Concepts Examinations, 1999-2000. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume II. Middle School (Grade 8). Wisconsin Student Assessment System.
PUB DATE- 00
NOTE- 667p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Tests; *Grade 8; Language Arts; Mathematics; *Middle School Students; Middle Schools; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts Examinations for grade 8, spring 2000 (the 1999-2000 school year). Results are presented for the state' s total eighth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (minimal, basic, proficient, or advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

ED 454 263 TM 032 866

Wisconsin Knowledge and Concepts Examinations, 1999-2000. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume III. High School (Grade 10). Wisconsin Student Assessment System.

increasing the number of markings students made overall, none of the categories of markings were significantly correlated with high test scores. Following test-taking strategy instruction, both the fluency and the flexibility of types of markings increased, although flexibility decreased when students were tested several weeks after instruction. There was a difference in the pattern of markings of successful versus unsuccessful test takers. Option elimination, answer change, and selective item markings were evidently used by the student as metacognitive aids. (Contains 10 tables and 22 references.) (SLD)

ED 454 283 TM 033 027

Perry, Joseph D.; Bard, E. M.
Resilience Revisited: Urban Children Assessment and Intervention. Construct Validity of a Resilience Profile for Students with Disabilities (Resilience Subdomains of Coping with Disability Scales--Parent Rating Scale).
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Children; *Construct Validity; *Coping; *Disabilities; Elementary Secondary Education; Evaluation Methods; Parents; Rating Scales; *Resilience (Personality); Special Education; Urban Youth

The Coping with Disability Scales (CDS) (J. Perry and E. Bard, 1992) was developed to provide a social-emotional assessment specific to disabilities. This report provides a preliminary test of construct validity for a Resilience Profile from the Parent Rating Scale of the CDS through factor analysis, focusing on three subdomains: (1) Disability Problem Solving; (2) Social Skills; and (3) Competence Orientation Resiliency Factors. The sample was composed of 613 special education students with a variety of disabilities from a large urban public school district. Factor analysis results support the construct validity of the Resilience Profile from the CDS Parent Rating Scale. Revisions of the entire CDS will include the Resilience Profile. Some of the potential uses of the profile, which include the study of reasons for academic performance, are discussed. The Resilience Profile is attached. (SLD)

ED 454 284 TM 033 028

Perry, Joseph D.; Bard, E. M.
Construct Validity of the Resilience Assessment of Exceptional Students (RAES).
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Children; *Construct Validity; *Coping; *Disabilities; Elementary Secondary

Education Statistics

The 1998 High School Transcript Study (HSTS) provides the U.S. Department of Education and other policymakers about current course offerings and students' course taking patterns. In 1998 the nationally representative sample for the HSTS included 25,422 students graduating in 1994 from 264 high schools. Approximately 94% of the sampled students came from schools that participated in the National Assessment of Educational Progress and retained student identification information. Various restrictions reduced the sample to 24,218 students. Chapters 1, 2, and 3 of the report contain: (1) highlights of the HSTS results; (2) descriptions of the current and previous studies; (3) an introduction to the tables; (4) a discussion of the subject area taxonomy; (5) a discussion of the comparability of the samples in the five studies; and (6) directions for testing the significance of differences reported in the tables. Data tables for the 1998 HSTS are presented in Appendix A. Appendix B contains a listing of the categories used as row labels in the tables and the codes associated with each category. (Contains 7 tables and 4 figures in addition to the 121 tables of Appendix A.) (SLD)

ED 454 304   UD 034 147

Ellis, Theresa M.; Lenczner, Sarah J.
Lessons from the Field: Community Anti-Drug Coalitions as Catalysts for Change.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Community Programs; Drug Abuse; *Drug Education; Elementary Secondary Education; Financial Support; *Health Promotion; Higher Education; Leadership; *Partnerships in Education; Program Development; *School Community Relationship; Strategic Planning
IDENTIFIERS- *Coalitions; *Risk Reduction

This document describes a study of the organization, operation, sustainability, and impact of community anti-drug coalitions nationwide. The study involved case studies of eight highly effective community coalitions and a cross-case analysis of characteristics shared among the coalitions. A consistent set of distinguishing features was examined across each coalition (outcomes, planning, sustained leadership, institutionalization, and diversification of funding resources). Although each coalition was constituted differently, they shared characteristics regarding: mission statement; understanding of community; strategic planning; purposeful decisions; organizational structure; diversified and relevant funding; leadership; volunteers; representative membership and staff; diverse partners; multiple strategies across multiple sectors; clear expectations; access to community leaders; current technology; communication; professional development opportunities; and evaluation. Successful coalitions worked with organized youth groups and had a broad base of partners. All eight directed recognition and appreciation toward their partners rather than themselves. Most worked under the aegis of a lead agency. Each could identify formal rules and regulations by which they operated. The coalitions emphasized how critical it was to primarily (or exclusively) seek funds relating to the coalition's mission, "Single Parents and the Schools: Effects of Marital Status on Parent and Teacher Interactions" (Joyce L. Epstein); "Parents' Attitudes and Practices of Involvement in Inner-City Elementary and Middle Schools" (Susan L. Dauber and Joyce L. Epstein); "Effects on Student Achievement of Teachers' Practices of Parent Involvement" (Joyce L. Epstein); and "Student Reactions to Teachers' Practices of Parent Involvement" (Joyce L. Epstein). Part 2, "Applying Research on School, Family, and Community Partnerships," includes: (4) "Policy Implications," which features "Parent Involvement: State Education Agencies Should Lead the Way" (Joyce L. Epstein); "Sample State and District Policies on School, Family, and Community Partnerships"; and "A Question of Merit: Principals' and Parents' Evaluations of Teachers" (Joyce L. Epstein); (5) "Framework for Developing Comprehensive Partnership Programs," which offers "School, Family, and Community Partnerships: Caring for the Children We Share" (Joyce L. Epstein); (6) "Practical Applications: Linking Family and Community Involvement to Student Learning," which features "Teachers Involve Parents in Schoolwork (TIPS): Interactive Homework in Math, Science, and Language Arts" (Joyce L. Epstein) and "Organizing Productive Volunteers in the Middle Grades" (Joyce L. Epstein); and (7) "Strategies for Action in Practice, Policy, and Research." Each chapter includes discussion and activities. (SM)

ED 454 323 UD 034 243

Gordon, Rebecca; Piana, Libero Della; Keleher, Terry
Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 38p.; Also funded by the French American Charitable Trust, Unitarian Universalist Veatch Program at Shelter Rock, and the Albert A. List Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Black Students; *Discipline; Diversity (Faculty); Diversity (Student); Dropout Rate; Elementary Secondary Education; Equal Education; Expulsion; Hispanic American Students; *Minority Group Children; Public Schools; *Racial Discrimination; Suspension; Track System (Education); Urban Schools
IDENTIFIERS- African Americans

In 1999, community organizations in several U.S. cities studied their local school districts to determine how they measured up in terms of racial justice. Using the computerized Racial Justice Report Card, they gathered data from 12 school districts. Only one district (Boston, Massachusetts) received a passing grade, and it was only a D. Results found glaring inequalities and discrimination in the public schools. African American students especially, along with Latino and Native American students, were suspended or expelled in disproportionate numbers. Students of color were more likely to drop out or be pushed out of school and less likely to graduate than were white students. They also had less access to advanced classes or programs for gifted students. The racial makeup of the teaching corps rarely matched that of the student body. This report recommends that all school districts be required to

Preliminary Report.
SPONS. AGENCY- San Francisco Foundation, CA.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Culturally Relevant Education; *Discipline; *Educational Environment; Elementary Secondary Education; Low Income Groups; Minority Group Children; Problem Solving; *Racial Bias; *School Culture; *Student Behavior; Teacher Student Relationship

This report identifies and describes schools with promising practices for preventing racial bias in school discipline, examining connections between the schools' approaches and actual discipline outcomes. The schools selected to be profiled exhibited positive cultural environments and meaningful approaches to discipline. All had predominantly students of color, with most qualifying for free or reduced lunch. None relied on discipline approaches that excluded, alienated, or discarded students. The schools created learning environments that were safe and academically rigorous. All incorporated the idea of turning to one another in both policies and everyday practices. Consistently, they turned to students, families, and each other to solve problems. These schools emphasized approaches that invested in students' growth and development, rejecting the notion that some young people are bad. Discipline policies and practices embodied the school culture. At the district, state, and federal level, it is necessary to develop policies, funding, and legislation that supports caring and culturally responsive schools. Three appendixes present: supplements to school profiles; how to analyze data on suspensions and expulsions; and methodology and sources of information. (Contains 10 references.) (SM)

ED 454 343 UD 034 269

Obiakor, Festus E.
It Even Happens in "Good" Schools: Responding to Cultural Diversity in Today's Classrooms.
PUB DATE- 01
NOTE- 185p.; Foreword by Bob Algozzine. Afterword by Robert Rueda.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Classroom Techniques; Cultural Awareness; *Cultural Differences; *Culturally Relevant Education; *Diversity (Student); *Educational Quality; Elementary Secondary Education; Inclusive Schools; Labeling (of Persons); Minority Group Children; Student Evaluation; Student Placement; Teaching Methods

This book offers case studies, observations, and practical, culturally responsive solutions to the challenges presented by diversity in the classroom. By telling stories and asking questions, the book explains that progress is slow-moving and that quality, equity, and fair, appropriate treatment are often very hard to find, even in good schools. Arguing that all schools must respond to pleas for excellence and quality, the book explains that this will not happen without concern for diversity as well. The book is thematically divided to address educational phases. Although the phases may appear independent, they are mutually inclusive. The book's seven chapters are: (1) "Redefining Good Schools"; (2) "Classroom Identification and

Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Active Learning; Classroom Techniques; *Curriculum Development; *Educational Change; Educational Technology; Elementary Secondary Education; Evaluation Methods; Experiential Learning; *Faculty Development; Higher Education; Homework; Mathematics Instruction; Preservice Teacher Education; Program Effectiveness; Program Evaluation; Science Instruction; Small Group Instruction; Student Evaluation; Teaching Methods; Thinking Skills; Time Management; *Urban Schools
IDENTIFIERS- Content Area Teaching; *Enaction Theory

This report presents results from eight Urban Systemic Initiative (USI) school district surveys conducted during 1999 and 2000. The Survey of Enacted Curriculum is the study component of a National Science Foundation grant on how reform works in USI districts. The study explores the impact of USI programs on student achievement and the learning infrastructure in urban school districts. It will develop an inferential causal model linking USI drivers and other key elements. In addition to classroom practices, the survey collects data on teachers' preservice and inservice education experiences, comparing results from elementary and middle school teachers who received varying amounts of professional development. Some of the findings include: most USI teachers were actively involved in professional development, which focused on content standards, in-depth study of content, curriculum implementation, multiple assessment strategies, and new teaching methods. In science, teachers with high professional development levels reported greater use of multiple assessments than teachers with low professional development levels, particularly elementary teachers. For science and mathematics, state and district frameworks or standards had the greatest positive influence on curriculum, as well as national standards. In this context, differences between teachers with high and low professional development levels were not notable. Appendixes contain content maps, descriptions of instructional activities, descriptive data on teachers participating in the survey, and expectations for students in mathematics and science. (SM)

ED 454 363   UD 034 295

Guzman, Betsy
The Hispanic Population. Census 2000 Brief.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ethnicity; *Hispanic Americans; Population Distribution; *Population Trends
IDENTIFIERS- *Census 2000; Latinos; Puerto Rico

Census 2000 counted 281.4 million U.S. residents, of whom 12.5 percent were Hispanic. Mexicans represented 7.3 percent, Puerto Ricans 1.2 percent, Cubans 0.4 percent, and other Hispanics 3.6 percent of the population. Another 3.8 million Hispanics were counted in the Commonwealth of Puerto Rico. The Hispanic population increased by 57.9 percent since 1990. The concept and measurement of Hispanic origin have evolved across several censuses. Other Hispanic origins refer to various identifications. Salvadorans were the largest Central American group. More than three-quarters of Hispanics lived in the west or south. Half of all Hispanics lived in California and Texas. Counties with the highest proportion of Hispanics were along comprehensive listing of the association's members. The directory is designed primarily as a quick reference of basic information about each of the 1,081 colleges that are members of AACC. In addition to listings of institutional members, the directory includes listings for AACC corporate members and associate members, and a complete list of past and current board chairs. There are three types of AACC membership: institutional members, corporate members and associate members. Institutional members must be accredited by one of the regional accrediting bodies in the United States and must offer the associate degree. Corporate members include corporate partners, corporate advocates, and corporate associates. Associate members include council associates, educational associates, emeritus members, individual associates, and international members. The directory provides ready reference information about each of AACC's members. For each institutional member, the names of key personnel responsible for administration and instruction are listed. The member institutions appear alphabetically by state. Institutional sub-units--colleges within multi-college districts and campuses within multi-campus colleges--are not necessarily listed together. (JA)

ED 453 882 JC 010 444

Bragg, Debra D., Ed.; Reger, William, IV, Ed.
Update on Research and Leadership, 1997-1998.
PUB DATE- 98
NOTE- 42p.; Guest editor for numbers one and two was Bruce Sclem. Guest editor for number three was Eboni M. Zamani. Office supported by the Illinois State Board of Education, Business, Community and Family Partnerships Center with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Administration; College Role; Community Colleges; *Computer Uses in Education; Educational Practices; Educational Research; *Educational Technology; Educational Trends; Higher Education; Institutional Mission; *Institutional Role; Instructional Systems; Internet; *Leadership
IDENTIFIERS- *University of Illinois Urbana Champaign

This document contains three issues of "Update on Research and Leadership," a newsletter from the University of Illinois. The first issue examines the integration of Internet technologies with course delivery. The two lead articles describe current efforts to bring new technology to the community college classroom. The second issue addresses the community college mission. Surging numbers of anticipated students and technological innovations in the delivery of course content potentially impact college operations. Colleges must find ways to reduce costs or to create new revenue streams, hence the ongoing discussion about partnering and collaboration, the debate over access, and the emphasis on contract training. The third issue focuses on new frontiers in community college leadership. With the onset of the new millennium, increasing attention is being paid to the core values of leaders and their institutions. Colleges can use a variety of works to develop a core values approach to leadership. (JA)

ED 453 883 JC 010 448

the pressing need for parent education, outlines parents' views toward parent education, and describes how most effectively to use the workshop materials. The workshops are: (1) "How Parents Make a Difference"; (2) "How Students Learn Best"; and (3) "Testing: Knowing What Your Child Knows." Each workshop contains the following: (1) overview of workshop; (2) time frame; (3) materials list for the presenter and participants; (4) steps to prepare for and conduct the workshop; (5) workshop activities; (6) follow-up activities; (7) overhead masters; (8) take-home handouts; (9) research references; and (10) engaging messages summarizing research findings presented in the workshop. (KB)

ED 453 903 PS 029 277

Doherty, Gillian; Lero, Donna S.; Goelman, Hillel; Tougas, Jocelyne; LaGrange, Annette
Caring and Learning Environments: Quality in Regulated Family Child Care across Canada. You Bet I Care!
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 213p.; Research funded by the Child Care Visions Program, Social Development Partnerships Division, Human Resources Development Canada. For other reports in this series, see PS 029 278-279.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; *Child Caregivers; Compensation (Remuneration); *Day Care; Early Childhood Education; *Educational Environment; *Family Day Care; Foreign Countries; Infant Care; Models; National Surveys; Observation; Predictor Variables; Tables (Data); *Work Environment
IDENTIFIERS- Canada; Caregiver Attitudes; Caregiver Behavior; Caregiver Qualifications; *Day Care Quality; Quality Indicators

Canadian experts in diverse fields as well as people concerned about social justice and cohesion have identified quality child care as a crucial component in addressing a variety of broad societal goals. This study explored the relationships between quality in Canadian family child care homes and: provider characteristics and attitudes about family child care provision; provider income levels and working conditions; and the provider's use of support services, networking with other providers, and professional development opportunities. Data were collected from 231 regulated family child care providers across 6 Canadian provinces and 1 territory, followed by observations in each provider's home. Data analysis focused on identifying the critical factors that predict the level of quality in a family child care home. Findings suggest that physically safe environments with caring, supportive adults are the norm in a majority of family child care homes. However, only just over one third of child care homes provided care that would stimulate children's development. Key variables that predicted family child care home quality as indicated by the score on the Family Day Care Rating Scale were the provider's highest level of education in any subject, provider completion of a formal family child care-specific training course, provider networking with others through an organized association, provider's gross family child care income from the previous year, age of the youngest child present, and the provider's attitude about family child care provision. Findings

DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Objectives; Foreign Countries; National Curriculum; National Programs; *National Standards; *Outcomes of Education; Policy Analysis; Program Effectiveness

IDENTIFIERS- Day Care Quality; Europe; Organisation for Economic Cooperation Development

This paper outlines the argument that there is a convergence of curricular goals across early childhood services in all European countries of the Organization for Economic Cooperation and Development (OECD), and a move to define more clearly the developmental goals and outcomes that services should achieve; the trend is positive for both children and professional staff. First, the paper reviews preschool curriculum use across countries. Many European countries now have national early childhood curricula or, at least, state goals and objectives for their preschools. The paper then briefly outlines reasons in favor of having national curricula or frameworks, while noting the strong resistance to academic curricula, particularly among parents in the Nordic countries. A contrast is then drawn between two different types of official curricula: the "framework, consultative curriculum" and the "central, competency-based curriculum." This section discusses how both types of curriculum can lead to good practice; much depends on the pedagogical approach adopted and whether the structural conditions of high-quality early childhood services, such as well-trained staff and adequate staff-to-child ratios, are respected. The paper's final section discusses ways to bridge the two curricular traditions. Appendices contain examples of national curricular goals. (Contains 44 references.) (EV)

ED 453 922 PS 029 478

Kamerman, Sheila B.

The Report of the Meeting.

PUB DATE- 01

NOTE- 67p.; In: Early Childhood Education and Care: International Perspectives. The Report of a Consultative Meeting (New York, NY, May 11-12, 2000); see PS 029 473.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Care Occupations; Child Caregivers; *Day Care; *Early Childhood Education; Educational Finance; Financial Support; *Foreign Countries; National Programs; Outcomes of Education; *Policy Analysis; Primary Education; *Program Descriptions; Program Effectiveness; Training

IDENTIFIERS- Child Care Costs; Day Care Quality; Linkage; Organisation for Economic Cooperation Development

This paper summarizes the first consultative meeting of international and U.S. experts in the field of early childhood education and care (ECEC). The meeting was held at Columbia University on May 11-12, 2000, under the auspices of the Columbia University Institute for Child and Family Policy. In addition to providing information on international developments in ECEC, a primary objective was to identify possible policy, program, research, and demonstration ideas of relevance to ECEC in the United States that foundations might want to support. The meeting included presentation and discussion of several research papers; these are summarized, and comments on each paper by foundation members and other participants are included. The papers are: (1) "An Overview of ECEC Development in the OECD Countries" (Sheila B. Kamerman); (2) "Workforce

Factors impeding research on infant/toddler care include strong ideological opposition to nonmaternal care, the custodial tradition of child care, and the medical model used for training caregivers. The lack of a coherent knowledge base has resulted in a dearth of suitable language to describe the essential features of infant/toddler care programs. Language drawn from medical and educational models lack appropriate metaphors for the caring relationship at the heart of infant/toddler care. Anthropology provides a suitable framework for examining the work of infant and toddler caregivers which emphasizes the processes of care. When the caregiving relationship represents the core around which the curriculum is constructed, the knowledge base becomes clear--research and literature examining the importance of relationships to infant and toddler development and that relating to how infants and toddlers make sense of their place in the world. Metaphors from this research can help caregivers better understand and talk about what they do. Three curriculum frameworks for infants and toddlers may be incorporated: (1) attachment; (2) caregiving; and (3) play. Planning for infants and toddlers begins with the participant observation characteristic of anthropology, with such observations used to develop a picture of the strengths and interests of very young children. Maslow's Hierarchy of Needs (A. Maslow, 1970) may be used as a framework to identify needs. The summary of strengths, interests, and needs may be used to develop a program plan based on the relevant curriculum framework. (Contains 52 references.) (KB)

ED 453 941 PS 029 524

Noel, Andrea M.; Newman, Joan
The Decision To Delay School Entry: Profiles of Two Groups of Mothers and Implications for School Psychological Practice.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Grade Placement; Decision Making; *Mothers; *Parent Attitudes; *Preschool Children; Preschool Education; *School Entrance Age; School Psychology; *School Readiness; Student Placement
IDENTIFIERS- *Academic Redshirting

Although kindergarten entry is delayed for a significant number of children each year, many aspects of this practice have not been investigated. This study examined reasons mothers chose to delay their child's kindergarten entry and the decision-making process related to this choice. Participating in this qualitative interview study were 15 mothers who chose to delay their children's kindergarten entry for the 1996-1997 school year, despite their child being eligible for kindergarten entry. Tape-recorded interviews were transcribed and coded using computer software specifically designed for qualitative data analyses. Findings revealed that mothers clearly fell into two groups, distinguished primarily by factors upon which they based their decision and the timing of the decision. Mothers in the PV group based their decision on factors associated with their own experiences and philosophies, many first considering delay at their child's birth. Following their initial consideration of delaying school entry, these parents entered a confirmatory period in which they sought advice and information talks about how to handle other people in the parents' and children's lives, including family and professionals. Chapter 6 discusses how mothers can help their children answer questions about their family or deal with teasing, and examines parents' openness regarding their sexual orientation. Chapter 7 discusses gay and lesbian parents' relationships with their children's teachers. Chapter 8 explores how gay and lesbian parents deal with religion. Chapter 9 looks at gender stereotypes, providing one's children with male role models, and gender identity. Chapter 10 discusses providing an environment open to and accepting of their child's sexuality. Chapter 11 assists parents in helping their children deal with homophobia. Chapter 12 discusses how to handle divorce and lesbian breakup. Chapter 13 examines special problems and opportunities posed in lesbian stepfamilies. Chapter 14 deals with children's feelings related to alternative insemination and adoption. Chapter 15 talks about the prospects for lesbian families in future years. Appended are lists of recommended parenting books, and organizations and print resources specific to lesbian mothers and their children. (KB)

ED 453 959 PS 029 543

Bailey, Donald B., Jr., Ed.; Bruer, John T., Ed.; Symons, Frank J., Ed.; Lichtman, Jeff W., Ed.
Critical Thinking about Critical Periods. A Series from the National Center for Early Development and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Brain; *Child Development; *Early Experience; *Early Intervention; Emotional Development; Language Acquisition; Physical Development; *Social Development
IDENTIFIERS- *Brain Development; *Critical Period (Psychology)

The concept of critical or sensitive periods in child development provides an example around which to organize discussion of what is known and not known about brain development and the implications of brain science on early childhood policy and practice. This book reviews the early history of critical periods and evidence for their existence in various domains of human cognition and learning, including basic sensory systems, social and emotional development, and language learning and acquisition. The book concludes with a section on the relevance of critical periods for early intervention. The chapters are: (1) "A Critical and Sensitive Period Primer" (John T. Bruer); (2) "Developmental Neurobiology Overview: Synapses, Circuits, and Plasticity" (Jeff W. Lichtman); (3) "Critical Periods in the Development of the Visual System" (Jonathan C. Horton); (4) "Critical Periods for Development of Visual Acuity, Depth Perception, and Eye Tracking" (Lawrence Tychsen); (5) "Sensitive Periods in Attachment?" (Ross A. Thompson); (6) "Animal Models of Critical and Sensitive Periods in Social and Emotional Development" (Maria L. Boccia and Cort Pedersen); (7) "Social and Emotional Development in Children Adopted from Institutions" (Elinor W. Ames and Kim Chisholm); (8) "Language Processing: How Experience Affects Brain Organization" (Helen J. Neville and John T. Bruer); (9) "Sensitive Periods in First Language Acquisition" (Heather Bortfeld and Grover J. Whitehurst); (10) "A Critical Period for Second Language Acquisition?" (Kenji Hakuta); (11) "The Subtle Science of How

Education; Preschool Evaluation; Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Daily Routines; *High Scope Model

This document is comprised of 10 High/Scope fact sheets for parents, detailing the history of the High/Scope educational approach and describing its educational practice and curriculum. The major topic for each four-page fact sheet follows: (1) educational approach, including goals for young children and features of the High/Scope approach to early childhood education; (2) High/Scope Research Foundation, highlighting the foundation's history and work; (3) program setting, describing the educational environment; (4) active learning, focusing on what children do and the adult's role; (5) adult-child interaction; (6) daily routine; (7) plan-do-review process; (8) High/Scope preschool key experiences; (9) resolving conflicts; and (10) child and program evaluation. (Author/KB)

ED 453 976   PS 029 568

Vogel, Nancy
You and Your Child: Practical Child Development Information from High/Scope for Parents, with Helpful Support Strategies To Use at Home.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Child Development; Child Rearing; Childrens Art; Childrens Writing; Decision Making; Discipline; Dramatic Play; Emergent Literacy; Family Relationship; Interpersonal Communication; Mathematics Activities; Movement Education; Music Activities; Newsletters; *Parent Child Relationship; *Parent Materials; Play; *Preschool Children; Preschool Education; Problem Solving
IDENTIFIERS- High Scope Model

This document is comprised of 12 issues of a High/Scope newsletter designed to give parents information on child development and to provide suggestions for ways parents can support their preschool child's development at home. Each issue focuses on one aspect of development or learning. The topics for the 12 issues are: (1) dramatic play; (2) decision making; (3) problem solving; (4) speaking and listening skills; (5) challenging behavior; (6) art; (7) reading; (8) writing; (9) family relationships; (10) movement; (11) mathematics; and (12) music. (Author/KB)

ED 453 977   PS 029 569

Sheldon, Steven B.; Clark, Laurel A.; Williams, Kenyatta J.
Exploring School-Family-Community Partnerships and Achievement in Baltimore City Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Also funded by the Disney Learning Partnership and the Center on School, Family, and Community Partnerships at Johns

college; and the number of Native students choosing to pursue studies in the fields of science, math, and engineering; and a decrease in Alaska dropout rates. AKRSI-sponsored initiatives are briefly described, along with the evaluations currently underway that provide evidence of progress related to these systemic-reform change indicators: resource changes, policy changes, management changes, data utilization, implementation of standards-based curriculum, partnerships, and research. (TD)

ED 453 995   RC 023 014

Roper, J. Montgomery; Frechione, John; DeWalt, Billie R.
Indigenous People and Development in Latin America: A Literature Survey and Recommendations. Latin American Monograph & Document Series 12.
PUB DATE- 97
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indians; Civil Liberties; Cultural Awareness; Cultural Maintenance; *Economic Development; Educational Needs; Foreign Countries; *Indigenous Populations; *Participative Decision Making; *Self Determination; Technical Assistance
IDENTIFIERS- Community Empowerment; *Latin America

This report presents findings and conclusions gleaned from a review of 42 cases of indigenous development in Latin America. Findings indicate that the lack of a legal framework for indigenous rights presents a basic obstacle to indigenous self-development; the most common aspect of successful indigenous development was involvement of indigenous peoples in the development and management of initiatives; and the way in which outside financial and technical assistance was provided was more important to project success than the availability of such assistance. Project failure was related to human rights problems, problems with the security of land and natural resources, lack of community involvement, and marketing problems. Project success was related to the level of necessary skills and knowledge, use of indigenous knowledge, cultural relevance, and successful marketing strategies. Recommendations for successful indigenous self-development focus on basic human rights; maintenance of food security; guarantees for property rights to land, water, and other natural resources; community involvement; maintenance of group solidarity, self-esteem, and cultural pride through bilingual education and literacy training; use of existing indigenous organizing principles; nonexploitative arrangements, appropriate economies of scale, and diversified production; appropriate types of financial assistance and technical assistance; and state support of indigenous self-development. Appendices present case matrices, a coding form, and a Venezuelan case study. (Contains 116 references.) (TD)

ED 453 996   RC 023 016

Howley, Craig
Research on Smaller Schools: What Education Leaders Need To Know To Make Better Decisions. The Informed Educator Series.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Indigenous empowerment as the number and influence of Native people in academia increases. Indigenous peoples worldwide have a common set of assumptions that forms a context or paradigm--a collective core of interrelated assertions about Indigenous reality. Indigenous knowledge is spiritually based and spiritually derived. To remove the spiritual foundation of Indigenous knowledge is to destroy its very soul--a fact not lost on colonialist regimes. Colonial governments and institutions deprecated Indigenous knowledge and cultures and thereby justified denying Indigenous peoples a meaningful political role. The first order of Indigenous self-determination is the task of revealing the Indigenous experience, long written out of official histories. Historically, Indigenous peoples have been dependent on non-Natives to assist in developing the necessary dialogue to resist domination and exploitation. The outcome has been a history of research by the dominant culture, within the dominant discourse. This discourse devalues Indigenous knowledge and is one strategy by which the West legitimatizes its own knowledge. Indigenous peoples must have an intellectual space in which to develop their own frameworks and methodologies regarding intellectual self-determination. These frameworks would then require the institutional support of the Academy and would engage "others'" discourse in a constructive manner. Instances of discourse between Indigenous Africans and Native Americans are described. (Contains 32 references.) (SV)

ED 454 013   RC 023 034

Lockard, Louise
No One Remembers a Winter Like This: A Year at the Navajo Agency, 1882-1883.
PUB DATE- 00
NOTE- 28p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *American Indian Education; American Indian History; Educational Environment; Educational History; Educational Practices; Elementary Secondary Education; *Federal Indian Relationship; Letters (Correspondence); *Navajo (Nation); *School Buildings; Teacher Recruitment
IDENTIFIERS- Arizona (Fort Defiance); *Bureau of Indian Affairs Schools

This paper documents a single year in the history of Navajo education from the perspective of the Navajo Agent Dennis Matthew Riordan. It draws on Riordan's correspondence, 1882-83, with the Secretary of the Interior, with Captain Richard Henry Pratt at the Carlisle Indian Industrial School, and with his brother. In December 1882, Riordan arrived in Fort Defiance, Arizona, from Ohio to assume the post of Agent to the Navajo. In his first letter to the Secretary of the Interior, Riordan deplores the conditions of the school, and as the year continues, he writes of his efforts to maintain sod buildings; rebuild the school; provide water by building a dam, flume, and storage tank; obtain funds to feed the teachers and students; and combat crime. Riordan rebuilt the school and traveled to Hampton Institute in Virginia and to Carlisle Indian School in

Council of Teachers of Mathematics Curriculum and Evaluation Standards. (ASK)

ED 454 032 SE 064 173

Aranha, Jose Alberto S.; Pimenta-Bueno, J. A.; Scavarda do Carmo, Luiz Carlos; da Silveira, Marcos A.
Entrepreneurship in the Engineering Curriculum: Some Initial Results of PUC-Rio's Experiment.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Institutional); *Educational Change; *Engineering Education; *Entrepreneurship; Foreign Countries; Higher Education; Natural Sciences; Professional Development
IDENTIFIERS- *Cultural Change

The ideal of the entrepreneurial spirit has played a key role in shaping the current reform of engineering education at the Pontificia Universidade Catolica do Rio de Janeiro (PUC-Rio). The previous paradigm of a science-based conceptual engineer has given place to what may be termed a science-based entrepreneurial engineer. This paper discusses this transition, focusing on the main concepts, strategies and tactics of change, as well as some important initial results achieved in the intended direction. Introducing the entrepreneurial dimension in the training of engineers is akin to venturing onto uncharted waters. While several business schools have achieved some experience in this field, the same cannot be said of engineering schools, most notably in Brazilian Universities. To engineering schools in the context of a research university, the focus on entrepreneurship has a special strategic significance. On the one hand, it reflects a growing perception that their new graduates need the technical and behavioral attributes and skills of the entrepreneur for a successful professional life. Such a perception can easily be inferred from the current demands and opportunities of the job market. On the other hand, such a focus also reflects schools' awareness of a much-needed change in their institutional culture. This cultural change of research universities is needed to comply with growing social demands for more tangible benefits from university research. As universities meet this demand through a heightened entrepreneurial outlook, they will be in a better position to comply with students' and society's request that they practice what they teach. With proper guidance, the entrepreneurial vision leads to investment in a set of complementary assets that enhance universities' ability to respond to societal demands and to offer students vital elements for enduring professional and personal development. At PUC-Rio, an experiment is underway for the introduction and dissemination of entrepreneurial culture through several institutional means, including the engineering curriculum. The driving force is the newly created Genesis Institute for Innovation and Entrepreneurship, which is also responsible for the production and management of the complementary assets required by this endeavor. This experiment is detailed in the paper, together with its results. (ASK)

ED 454 033 SE 064 726

Doig, Brian; Groves, Susie

Goos, Merrilyn; Galbraith, Peter; Renshaw, Peter; Geiger, Vince
Promoting Collaborative Inquiry in Technology Enriched Mathematics Classrooms.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; *Educational Technology; Graphing Calculators; *Group Dynamics; Longitudinal Studies; Mathematics Education; Projection Equipment; Secondary Education

The introduction of technology resources into mathematics classrooms promises to create opportunities for enhancing students' learning through active engagement with mathematical ideas; however, little consideration has been given to the potential for technology to promote a more collaborative approach to learning. This paper draws on data from a three year longitudinal study of senior secondary school classrooms to examine pedagogical issues in using technology in mathematics teaching-where "technology" includes not only computers and graphics calculators but also projection devices that allow screen output to be viewed by the whole class. The researchers theorize and illustrate four roles for technology in relation to such teaching and learning interactions-master, servant, partner, and extension of self. The research shows how technology can facilitate collaborative inquiry, during both small group interactions and whole class discussions where students use the computer or calculator and screen projection to share and test their mathematical understanding. (Contains 23 references and 2 figures.) (Author/ASK)

ED 454 056 SE 064 912

Ediger, Marlow
Assessing Innovative Proposals in Mathematics.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; *Mathematics Education; *State Standards; Teaching Methods

Mathematics is at the apex in priorities pertaining to state-mandated testing of students. With 49 out of 50 states having mandated the testing of students, all of these have mathematics in the testing format. This paper discusses the modern school mathematics movement, recent approaches in improving the teaching of mathematics, and specific teaching suggestions for mathematics. (ASK)

ED 454 057 SE 064 913

Ziegler, John F.; Yan, Wenfan
Relationships of Teaching, Learning, and Supervision: Their Influence on Student Achievement in Mathematics.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14,

Davison, J. B.; Popovic, O.; Tyas, A.
A New Degree Programme in Structural Engineering and Architecture.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August, 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; *Engineering Education; Foreign Countries; Higher Education; *Interdisciplinary Approach; Technology
IDENTIFIERS- United Kingdom

Structural engineers and architects are educated completely independently. Although both play a major part in designing and building a nation's infrastructure, they are not encouraged to fully understand the work of each other which can result in a lack of collaboration and co-operation, often to the detriment of a project. This divide between the professional is thought by many to start at a higher education level. Recently the Departments of Civil and Structural Engineering and Architecture at the University of Sheffield (United Kingdom) have introduced an innovative course designed to help remove the barriers between the professions. The four-year undergraduate Masters degree in structural engineering and architecture is unique in providing graduates with a single degree suitable as a common first step in the professional training for a career in either structural engineering or architecture. This paper outlines the reasons for the introduction of this course, its aims and objectives, and details the modular structure. By careful consideration of the overlaps inherent in engineering and architecture courses (e.g., structures, materials, structural design, etc.), it has been possible to combine the structural engineering aspects of an engineering degree and architectural studies into a single degree program. Thus far, the course has been successful in attracting students with excellent high school qualifications who wish to follow a course which allows them to combine design flair and creativity with analytical rigor. The first cohort of students are now in the third year of the program. A discussion of the problems they have encountered and the strategies used to overcome them is also included. (Author)

ED 454 080 SE 064 983

Heizmann, Sam; Stubbs, Tanya
The Complete Guide to Environmental Careers in the 21st Century.
PUB DATE- 99
NOTE- 447p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Guidance; *Environmental Education; *Science Careers

Compiled by acknowledged leaders in environmental career information, this guide is a completely revised and updated edition of what has become the standard reference on the subject. It is the most comprehensive and reliable resource available for anyone seeking information about environmental career opportunities and how to get started in one. The book presents a thorough consideration of environmental trends for

International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Classroom Techniques; Cultural Context; *Educational Change; *Educational History; Foreign Countries; Secondary Education
IDENTIFIERS- Art Principles; Australia; *Bauhaus; Historical Background

The educational side of art education seems to be experiencing a revival with respect to the socio-political, environmental, and economic problems and disasters of a multinational and multicultural society today. A concept such as education through art seems to be worth reassessment. In that context, this paper considers Ludwig Hirschfeld-Mack (1893-1985), an art educator who was a member of the Bauhaus and a protagonist of its ideas on changing society via art and design, and who, as a refugee from Nazi Germany in Australia during the 1940s and 50s, contributed to changes in art education. The paper discusses the New Education Fellowship conferences of the late 1930s. Hirschfeld-Mack's conference paper, "Creative Activity and the Study of Materials," was especially important from the perspective of the pedagogical principles developed at the Bauhaus. In the strict sense, the term "Bauhaus" pedagogy stands for a number of theoretical and methodical approaches taught by "master painters" like Klee, Kandinsky, and Moholy-Nagy within the framework of their design theories. This paper discusses Hirschfeld-Mack's application of these principles in Australia and provides background on his own education in Germany. It finds that, although criticized in the context of secondary art education in the 1960s and 70s because of its dogmatic use of elementary forms and general "rules" of design, Bauhaus pedagogy at the end of the 1980s was reassessed regarding its potential addressed through elementary material studies and its holistic approach to design. Contains 31 notes. (BT)

ED 454 102 SO 032 050

Stapleton, Philomena
Schooling through the Arts.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Citizenship Responsibility; Critical Thinking; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Lifelong Learning; Problem Solving; *Student Needs
IDENTIFIERS- *Arts Curriculum; *Australia (South Australia); Self

Programs" (J. Thaler); and "Virtues in Progress" (R. J. Bootz). Under "Section 2: Apostolic Service Programs" are these essays: "Project Joy: Understanding Justice" (S. T. Cruse); "School Community Outreach Program" (J. M. Mugg); and "Service in the Curriculum" (B. Butts). Under "Section 3: Curriculum Practices" are these essays: "Curriculum and the Arts" (E. M. Paul); "Supporting the Academic Curriculum" (P. Brown); "An Adventure in Integration" (T. L. Ewell); "Reading and Flexible Grouping" (S. Renehan); "Computer Program" (J. Ferry); "Changing a Curriculum" (M. Secoda); and "Curriculum Mapping" (M. Abramshe). Under "Section 4: Early Childhood Education" are these essays: "Aiding Transitions in Early Childhood" (C. Guidry); and "A Kindergarten Reading Program" (L. Torrez). Under "Section 5: Early Adolescence Education" are these essays: "Middle School Orientation and Open House" (Y. Deckard); "A Middle School Schedule" (M. Rinaudo); and "Home Base" (N. Vanders). Under "Section 6: Differentiated Instructions" are these essays: "Adapting to Student Differences" (C. A. Williams); "Integrated Thematic Instruction" (J. Pohlman); and "Many Instructional Levels" (Sr. E. M. McGowan). Under "Section 7: Staff Development" are these essays: "Mentoring New Teachers" (M. G. Thomas); "Curriculum and Staff Development" (A. Mitchell); and "Delegation: A Management Tool" (T. Boquer). Under "Section 8: Developing the Self-Disciplined Child" are these essays: "School-Wide Discipline Program" (A. Brand); "The Importance of 'Love and Logic'" (D. K. Repichowski); "Respect and Responsibility Program" (Sr. A. Joelle); "Christian Behavior Program" (A. F. Clough); and "Violence Prevention Program" (N. Kryger). (BT)

ED 454 123   SO 032 827

Cimino, Carol, Ed.; Haney, Regina M., Ed.; O'Keefe, Joseph M., Ed.
Integrating the Social Teaching of the Church into Catholic Schools: Conversations in Excellence 2000.
PUB DATE- 01
NOTE- 188p.; A component of Selected Programs for Improving Catholic Education (SPICE), a national diffusion network for Catholic schools.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Catholics; Elementary Secondary Education; Foreign Countries; Models; *Religious Education; Social Networks; Social Problems
IDENTIFIERS- Global Issues; *Social Justice; Social Needs; United Kingdom

This collection of essays deals with the integration of the social teaching of the Catholic Church into Catholic schools. The collection contains the following chapters: (1) "Focus of SPICE 2000: How To Integrate Jubilee Justice into Schools throughout the Millennium" (Carol Cimino; Regina Haney; Joseph O'Keefe); (2) "Model Programs" (Carol Cimino); (3) "Understanding the Social Traditions of Thought and Action" (Joan Rosenhauer); (4) "Living the Social Teaching of the Church" (J. Bryan Hehir); (5) "Spirituality, Solidarity, and Social Analysis" (Jane M. Deren); (6) "Social Teaching of the Church from the Black Catholic Perspective: We've Come a Long Way; We've Got a Long Way To Go" (Addie Lorraine Walker); (7) "Global Economic Issues and the Church's Social Teaching" (Douglas Marcouiller); (8) "Integrating Social Teaching into the Life of Educational Institutions" (William J. Byron); (9) "Perspectives from the United Kingdom" ("The Catholic Education System: England and Wales" (Peter Boylan); "The Rule of St.

Making: The Strands of Global Education" (G. Pike); (9) "Reading between the Lines: Examining Assumptions in Health Education" (G. Smith; L. Peterat); (10) "Humane Education: Widening the Circle of Compassion and Justice" (D. Selby); (11) "Law-Related Education: Promoting Awareness, Participation and Action" (W. Cassidy); (12) "Media Education in Canada" (B. Duncan; J. Pungente; R. Shepherd); (13) "Molded Images: First Nations People, Representation and the Ontario School Curriculum" (S. D. Fletcher); and (14) "Educating Towards a Culture of Peace" (T. Swee-Hin; V. Floresca-Cawagas). (BT)

ED 454 142 SO 032 854

Generals, Donald, Jr.
The Architect of Progressive Education: John Dewey or Booker T. Washington.
PUB DATE- 00
NOTE- 37p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; *Educational History; Higher Education; *Integrated Curriculum; *Professional Recognition; *Progressive Education
IDENTIFIERS- Curriculum Theories; Dewey (John); *Tuskegee Institute AL; *Washington (Booker T)

This paper traces the professional life of the educator Booker T. Washington. It shows that although he was active at Tuskegee Institute during the years of the development of the progressive education movement, he is virtually ignored in progressive education's body of literature. The paper describes the "project method" which was a way of life at Tuskegee--the physical expansion and the development of Tuskegee served as the source for the school's curriculum. It explains that theory classes provided the opportunity for systematic inquiry and problem solving, and further, the social environment was reflected in every aspect of the typical day at Tuskegee. The older students helped the younger students, for example. Like John Dewey, Washington drew upon recognized masters in the field of progressive education: Heinrich Pestalozzi (1746-1827) and Friedrich Froebel (1782-1852). The paper discusses historical distortions concerning Washington's curriculum. For example, critical theorists sought to place Washington's integrated industrial academic curriculum in opposition to the traditional discipline-centered curriculum. However, Washington's educational practices stemmed from a progressive philosophy of education. His theories provide the world with a body of pragmatic thought that is rooted in the principles of education for democracy, experimental inquiry, and evolutionary thought. The paper concludes by listing Booker T. Washington's contributions to education and by stating that he should be given his due recognition. (Contains 39 references.) (BT)

ED 454 143 SO 032 855

Green, Barbara; Hsu, Kuei Mei
Multicultural Education: Common Problems Experienced by Various Cultures.
PUB DATE- 00

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Information Dissemination; Performance Based Assessment; *Program Evaluation; *Service Learning; Teaching Methods
IDENTIFIERS- Writing Samples

This book uses an extended case study to guide readers through the complexities of evaluating service learning outcomes and their relevance to the curriculum. Eight chapters include: (1) "What Is Service Learning?" (e.g., definition and rationale, developing a service learning program, and standards for effective programs); (2) "The Need To Ask Evaluation Questions" (e.g., steps in the evaluation process, naturalistic inquiry, and ethics); (3) "Asking the Right Questions" (e.g., goals and objectives, kinds of evaluation questions, and formatting questions); (4) "Evaluating Service Learning Knowledge and Performance Outcomes" (e.g., characteristics of high quality information, evaluating knowledge outcomes, and portfolio assessment); (5) "Evaluating Writing Samples" (e.g., evaluating responses to writing prompts, developing scoring rubrics, and rubric scoring a science performance assessment); (6) "Evaluating Service Learning Sentiments, Options, and Attitudes" (e.g., creating statements for self-report affective measures, rating scales, and goal attainment scaling); (7) "Designing Data Collection Plans" (e.g., evaluation tenets, students as evaluators, and data collection management); and (8) "Reporting and Using Answers" (e.g., general and specific guidelines for report preparation, cost considerations, and decision making). Three appendixes include: state organizations supporting service learning, the Program Evaluation Standards (1994), and sample instrumentation. (Contains 56 references.) (SM)

ED 454 163   SP 040 030

Bullough, Robert V., Jr.
Uncertain Lives: Children of Promise, Teachers of Hope.
PUB DATE- 01
NOTE- 127p.; Foreword by Nel Noddings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Death; Drug Abuse; Elementary Education; Elementary School Students; Family Environment; Fathers; *High Risk Students; Injuries; Parent Child Relationship; *Poverty; Resilience (Personality); School Role; *Urban Schools

This book tells the story of the lives of 34 children who attend an urban elementary school, Lafayette Elementary School, highlighting how they do the best they can under trying life circumstances. The intention is to get underneath the stereotypes of at-risk children and adults in their lives by describing the variety and complexity of their situations and putting a human face on them. Though the children face terrific challenges, many of them do well in school, and all want to do well in school. The nine chapters are: (1) "Life Inside Mrs. Sorensen's Classroom" (working with and thinking about children); (2) "Living in Poverty" (the children); (3) "On Men and Fathers" (anger and disappointment, quiet hurt, here today/gone tomorrow, glad he is gone, and a few good men); (4)

needs and approaches. For example, action research projects were useful in terms of preservice teachers' professional development, though one participant did not consider the experience valuable. Participants also differed in how they benefitted from journal writing and observing other teachers. (Contains 25 references.) (SM)

ED 454 182 SP 040 056

Barton, Keith C.; McCully, Alan W.
National Identity and the History Curriculum in Northern Ireland: An Empirical Study of Students' Ideas and Beliefs.
PUB DATE- 01
NOTE- 44p.; Funded by grants from the Royal Irish Academy, Dublin and the University Research Council of the University of Cincinnati. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Foreign Countries; History Instruction; Secondary Education; Secondary School Students; *Student Attitudes
IDENTIFIERS- *Identity Formation; National Identity; *Northern Ireland; Political History

This paper presents preliminary findings from a study of the historical understanding of secondary students age 12-15 years in Northern Ireland. The study investigated the ideas students had about history, the sources of those ideas, how those ideas related to their sense of identity, and how school history compared to other, less formal influences. Participants were 40 children at several different types of schools in different geographic regions. Data collection involved having students arrange historical pictures and complete formal, semi-structured interviews. Initial results from interviews with students who had completed the first year of the secondary curriculum indicated that they considered history strongly related to their sense of heritage and their personal connections to place and community. Many thought that school history should help them understand the contemporary conflict in Northern Ireland. Students learned about history from their families and others in their communities, and they demonstrated attachment to their heritage. Students discussed conflict in terms of religious antagonism, competition among organized groups (political parties or para-militaries) and efforts to obtain rights. (Contains 44 references.) (SM)

ED 454 183 SP 040 057

Lee, Steven W.; Weis, Glenna
Origins of Teachers' Selection of Aversive Interventions.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Nashville, TN, March 24-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Corporal Punishment; *Discipline; Elementary School Teachers; Elementary Secondary Education; Higher Education; Negative Reinforcement; Preservice

ED 454 202 SP 040 077

Gill, Vickie
The Eleven Commandments of Good Teaching. Creating Classrooms Where Teachers Can Teach and Students Can Learn. Second Edition.
PUB DATE- 01
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Teacher Attitudes; Teacher Competencies; Teacher Expectations of Students; Teacher Student Relationship; Teaching Skills

This book presents advice, in the form of 11 commandments, on how new and veteran teachers can achieve a classroom environment that promotes exemplary teaching and learning. The advice is designed to help teachers: focus on why they became teachers in the first place; see their students as unique individuals; ask for help from the principal or school support staff; pick battles with care; and use common sense. The 11 commandments are: (1) "Thou Shalt Have a Calling To Teach; (2) "Thou Shalt Demonstrate and Project the Joy of Learning"; (3) "Thou Shalt Keep Your Eyes on the Prize"; (4) "Thou Shalt Be Organized and Accountable"; (5) "Thou Shalt Ask and Ye May Receive"; (6) "Thou Shalt Be Fair and Prepared"; (7) "Thou Shalt Use Some Common Sense"; (8) "Thou Shalt Be Open-Minded and Flexible"; (9) "Thou Shalt Not Work in Fear"; (10) "Thou Shalt Raise Your Expectations"; and (11) "Thou Shalt Keep Things in Perspective." (SM)

ED 454 203 SP 040 078

Roberts, Mary Presson
Your Mentor. A Practical Guide for First-Year Teachers in Grades 1-3.
PUB DATE- 01
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Classroom Environment; Collegiality; *Computer Uses in Education; *Discipline; Educational Technology; Elementary Secondary Education; Field Trips; Grading; Higher Education; Lesson Plans; *Parent Participation; Parent Teacher Conferences; Parent Teacher Cooperation; *Planning; Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Student Evaluation; Teacher Collaboration; Teaching Methods; Thematic Approach
IDENTIFIERS- Professionalism

This reference guide was developed by surveying student teachers, substitute teachers, returning teachers, emergency credential teachers, and teacher educators on what they wanted to see in a teaching reference. Samples of lesson units, themes, and communication with parents are provided, along with classroom-tested strategies. The 12 chapters are: (1) "Classroom Environment"; (2) "Parent Communications" (e.g., weekly

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; Computer Software; Educational Research; Foreign Countries; Grade 8; Junior High Schools; *Mathematics Education; *Research Methodology; *Teaching Methods
IDENTIFIERS- Secondary Analysis; Third International Mathematics and Science Study

The Secondary Analysis of TIMSS (Third International Mathematics and Science Study) Video Data study used TIMSS Videotape Classroom Study data and vPrism software to achieve methodological and substantive findings on teacher quality, instructional practices, and classroom interactions. It discussed methodological and technical issues arising during secondary analysis of existing data sets using specific software applications. The paper examines three methodological findings from using the video data and software to explore teachable moments: the technical dictates of how an utterance is defined and operationalized for coding may impact a study's unit of analysis and overall design; coders coding in pairs or groups may be more reliable; and it is important to do the empirical work of developing a study design, codes, and coding and analysis protocols and to critically reflect on assumptions and processes involved. This secondary analysis resulted in increased awareness of the significant interplay between the unit of analysis, the coding unit, and the software application. The study showed that it was fruitful to use the TIMSS video data set for secondary analysis. There appeared to be an instructional practice called a "teachable moment" as defined, and it was possible to develop, apply, and test codes and their reliability. (SM)

ED 454 223 SP 040 102

Ashbaker, Betty Y.; Young, James R.; Morgan, Jill
Paraeducators: Their Roles in the Instructional Process.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Paraprofessional School Personnel; Professional Training
IDENTIFIERS- Canada; England

This study investigated the education and training of paraeducators to learn how they viewed their role in the instructional process and to explore who held the responsibility for assigning tasks to paraeducators and allocating their time. Researchers surveyed paraeducators who were attending their state or regional paraeducator conferences in the United States, Canada, and England. Most of the respondents were women over age 35 who held a high school diploma. Most were employed in preschool and early elementary grades, and most had served as paraeducators for an average of 7 years. Participants completed surveys that asked for information on: employment, paraeducator duties and areas of instruction, specific elements of the instructional assignment, and training received. Data analysis indicated that interest in developing formal standards for assessing its validity. These standards, however, fall short if they do not include public disclosure of methods as a criterion. The researcher must be accountable in documenting the actions associated with establishing internal validity (triangulation), theme development, and the relationship between research questions and data sources. This paper calls for openness about analytical techniques in qualitative research. Tables of strategies are included that have been used in qualitative research as examples of approaches that should enhance the opportunity for criticism and public inspection of qualitative studies. The qualitative ethic calls for researchers to substantiate their interpretations and findings with a public accounting of the research process. An appendix contains interview questions from a study that is used as an example of good practice in qualitative research. (Contains 3 tables and 44 references.) (SLD)

ED 454 244 TM 032 842

Witta, E. Lea
Does Method of Creating the Sample Influence Missing Data Decisions?
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *High School Students; High Schools; Research Methodology; *Sampling; Student Employment
IDENTIFIERS- *Missing Data

The purpose of the current study was to investigate the effectiveness of four methods of handling missing data. Effectiveness was defined as the probability of reproducing the covariance matrix of the target sample accurately. Effectiveness of the missing data methods was assessed by manipulating the proportion of cases containing missing values and the sample size. The missing data methods studied were: (1) listwise deletion; (2) pairwise deletion; (3) regression; and (4) expectation maximization. The initial sample contained data from a study of 4,645 high school students who reported working while in school. This study replicated E. Witta's (2000) study with an addition to the sampling procedure. The pattern of missing values was used to create missing values in complete cases and compared to the case replacement method. Thus, the current study was also testing the effects of the case replacement sampling procedure used by Witta and the variable value replacement method used in this study. Results indicate there are differences in decisions concerning effectiveness of a missing data method due to the way the sample was created and the proportion of missing values used. (Contains 4 tables and 19 references.) (SLD)

ED 454 245 TM 032 848

Witta, E. Lea
Does Method of Handling Missing Data Affect Results of a Structural Equation Model?
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA,

PUB DATE- 00
NOTE- 587p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Tests; Grade 10; *High School Students; High Schools; Language Arts; Mathematics; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts Examinations for grade 10, spring 2000 (the 1999-2000 school year). Results are presented for the state's total tenth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (minimal, basic, proficient, or advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

ED 454 264 TM 032 873

Arsenault, Darin J.
Behavioral, Social, and Cognitive Predictors of Adolescent Academic Self-Concept: A Longitudinal Investigation.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Cognitive Processes; Longitudinal Studies; Models; Personality Traits; *Prediction; Regression (Statistics); Self Concept; Sex Differences; *Social Influences
IDENTIFIERS- *Academic Self Concept

In a longitudinal investigation, a model was developed to assess behavioral, social, and cognitive influences on the academic self-concept of 104 adolescents (57 males, 47 females) who participated in the Fullerton Longitudinal Study between 18 months and 17 years of age. The basic model was Academic Self-Concept = Constant Behavior Social Cognitive. A stepwise regression model across gender indicated that academic achievement increasingly predicted academic self-concept dimensions over the developmental period, that behavioral adjustment remained a stable predictor over time, and that temperament dimensions were contributory through childhood and preadolescence. Regression of participants within gender showed promising, although mixed results; for females, cognitive factors were most contributory; for males, behavior and academic adjustment were the most influential. A follow-back analysis determined that low, moderate, and high levels of adolescent self-concept were predictable. In particular, Education; Evaluation Methods; Parents; Rating Scales; *Resilience (Personality); Social Support Groups; Special Education

Factor analyses identified 3 domains of resiliency with 11 separate factors involving 54 items for exceptional urban students based on 613 parent ratings of an initial pool of 94 items for an experimental Coping with Disabilities Scales. The factors were labeled: Knowledge of Exceptionality; Planning for Needs; and Alternative Thinking for the Exceptionality Problem Solving domain. For the Resilience Behavior domain, four factors were identified that were labeled: (1) Modeling/Active; (2) Self-Efficacy/Locus of Control; (3) Positive Peer Relations; and (4) Positive Adult Relations. A Social Support domain included four factors labeled Mother/Teacher, Nuclear Family, Extended Family, and Community. The revised scale was named the Resilience Assessment of Exceptional Students (RAES) and a domain of stressors was revised and labeled Child Life Experience Checklist. Results are reviewed relevant to applications for assessment, intervention, and research. (Contains 3 tables and 17 references.) (Author/SLD)

ED 454 285 TM 033 029

Ramey, Julia A.; Smith, Shelia M.; Barile, Ami L.; Bihm, Elson M.; Poindexter, Ann R.
Assessment of Training Using Pathfinder Associative Networks.
PUB DATE- 01
NOTE- 14p.; Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Association (Psychology); Computer Assisted Instruction; *Evaluation Methods; Higher Education; Networks; *Training; *Undergraduate Students
IDENTIFIERS- Experts; Graphic Representation; *Pathfinders

This study investigated the use of Pathfinder Associative Networks in assessing knowledge structures for people who learn information via computer-based tutorials. Graphical representations for a set of concepts were produced for participants who had completed a computer-based tutorial related to the concepts (novices) and for those who had no tutorial (naives). Thirty undergraduates were randomly assigned to be novices or naives, and 9 faculty and professional staff members volunteered to be experts. These graphs were then compared to graphical representations generated by experts. Comparing graphs revealed that the naives and novices were the most similar groups. However, the differences that occurred between the two groups were indicative of the fact that novices were becoming more similar to experts. (Author/SLD)

ED 454 286 TM 033 030

Anderson, John O.
Investigating the Evaluation of Student Achievement.
PUB DATE- 97
NOTE- 9p.; In: Connections '97. Proceedings of a Faculty Conference (3rd, Victoria, British Columbia, Canada, May 1997); see ED 438 144.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

though money was not the ultimate indicator of success. An appendix lists contacts at the community coalitions that participated in the study. (SM)

ED 454 305 UD 034 183

Clewell, Beatriz Chu; Villegas, Ana Maria
Ahead of the Class: A Handbook for Preparing New Teachers from New Sources. Design Lessons from the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Initiative.
PUB DATE- 01
NOTE- 50p.; "With contributions from Jennifer King Rice, Brian O. Brent, Clemencia Cosentino de Cohen, Tamara Lucas, Stephanie L. Mudge, and Nancy S. Sharkey."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; *College School Cooperation; Diversity (Faculty); Diversity (Student); Educational Finance; Educational Innovation; Elementary Secondary Education; Higher Education; Minority Group Children; *Nontraditional Students; Paraprofessional School Personnel; Partnerships in Education; Preservice Teacher Education; Rural Schools; *Teacher Recruitment; Teacher Shortage; Urban Schools
IDENTIFIERS- *PATHWAYS Curriculum; Peace Corps

This handbook is a guide to the design of new teacher recruitment programs. It is intended to help new programs make the best possible start in duplicating the success of the Pathways program, which seeks to recruit from three nontraditional pools: paraprofessionals, uncertified teachers, and returned Peace Corps volunteers. Pathways involves: partnerships between teacher education programs and school districts; nontraditional and traditional criteria for selecting participants; a rigorous, innovative teacher education curriculum tailored to the needs of nontraditional participants; and varied supports for participants while they pursue college degrees and teaching certificates. This handbook is targeted to people who are already involved in crafting local solutions to the teacher shortage, especially in urban and rural schools, and in devising recruitment strategies aimed at minority teachers. It begins with a review of requirements for building essential, ongoing partnerships between teacher education institutions and school districts. It further discusses how to recruit and select promising candidates from nontraditional backgrounds. The next sections describe innovative elements in the teacher education curriculum and examine the types of supports that nontraditional program participants need. The final section focuses on costs and budgeting, offering guidance for establishing and supporting a well-administered Pathways operation. (SM)

ED 454 306 UD 034 184

Clark, Rebecca L.; King, Rosalind Berkowitz; Spiro, Christopher; Steuerle, C. Eugene
Federal Expenditures on Children: 1960-1997. Occasional Paper Number 45. Assessing the New Federalism: An Urban Institute To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation,

keep and publish annual key statistics on racial equity; schools must act immediately to correct uneven application of the most severe disciplinary actions; and schools must end academic tracking and open the way for all students to participate in a challenging curriculum. Appendixes contain results of the racial justice report cards for individual school districts and the text of California Senate Bill 81, which mandates collection and publication of key data for the state's public schools. (Contains 18 references.) (SM)

ED 454 324 UD 034 244

Keleher, Terry
Racial Disparities Related to School Zero Tolerance Policies: Testimony to the U.S. Commission on Civil Rights.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Black Students; Discipline Policy; Dropout Rate; Elementary Secondary Education; Equal Education; *Expulsion; Hispanic American Students; *Minority Group Children; Public Schools; *Racial Discrimination; *Suspension; Urban Schools
IDENTIFIERS- African Americans; Latinos; *Zero Tolerance Policy

This report presents findings from a national study of school discipline and zero tolerance policies in school districts nationwide. Findings indicate that in every district studied, there are significant racial disparities in student suspensions and expulsions. By increasing school expulsions, zero tolerance policies have a disproportionate adverse impact on students of color. Zero tolerance policies are often implemented in unfair ways. They can curtail the expression of reasonable professional judgment by school educators and administrators and limit students' and parents' right to due process. There is a significant reporting deficiency in disciplinary actions in U.S. public schools. This report recommends that the U.S. Commission on Civil Rights initiate a full investigation of racial disparities related to zero tolerance policies; support comprehensive, consistent, and centralized school discipline reporting; encourage states and school districts, through federal policies and funding initiatives, to set and meet measurable, quantitative goals to reduce the overall numbers of suspensions and expulsions and to eliminate racial disparities; recommend the elimination of zero tolerance policies in favor of a more flexible approach to serious discipline policies; and encourage Congress to explore more preventive practices, rather than punitive policies, to minimize school disciplinary problems. Appendixes include suspension and expulsion data by race/ethnicity, students expulsions per year in the Chicago public schools (1993-2000), and zero tolerance policies in Providence, Rhode Island public schools. (SM)

ED 454 325 UD 034 245

Cohen, Marie
Making TANF Work for the Corps: When and How TANF Funds Can Support Youth Corps Initiatives.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 21p.

Referrals"; (3) "Classroom Assessments and Accountabilities"; (4) "Classroom Labels and Categories"; (5) "Classroom Placements and Inclusions"; (6) "Classroom Instructions and Interventions"; and (7) "The Dream School: The Good School." (Contains 112 references.) (SM)

ED 454 344 UD 034 271

Knowles, Cynthia R.
Prevention That Works! A Guide for Developing School-Based Drug and Violence Prevention Programs.
PUB DATE- 01
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; Data Collection; *Drug Education; Elementary Secondary Education; Focus Groups; Information Dissemination; Program Development; *Program Effectiveness; *Program Evaluation; Questionnaires; School Safety; Substance Abuse; Time Factors (Learning); *Violence
IDENTIFIERS- *Risk Reduction

This book helps educators produce assessments of their schools' drug and violence prevention programs. It contains over 30 separate resources that can be adapted to specific evaluations (e.g., sample youth and adult participant feedback sheets, sample classroom observation sheets and teacher implementation logs, sample en-route participant feedback, sample teacher surveys of curriculum content, data summary logs, sample student risk surveys, and sample parent consent forms). There are also guidelines, glossaries, and advice on online funding. The 12 chapters are: (1) "Getting Started: Establishing Your Work Group"; (2) "Writing Goals and Objectives"; (3) "Program Review, Selection, and Implementation"; (4) "Creating Homegrown Programs: Elements of Effective Prevention"; (5) "Additional Data Collection: Preparing for Assessment of Program Effectiveness"; (6) "Self-Report Questionnaires and Focus Groups: Collecting Information From Students"; (7) "Cost and Time Effectiveness"; (8) "Experimental Design: The Basics"; (9) "Experimental Designs for Different Program Types"; (10) "Crunching Your Numbers and Organizing Your Data"; (11) "Public Presentation of Your Results"; and (12) "Troubleshooting Your Results." (Contains 29 references.) (SM)

ED 454 345 UD 034 273

Sandler, Susan; Maxton, Ashindi
Reading the World: Redefining Literature and History Curriculum. A Report from the Multicultural Education Summit Convened by the San Francisco Unified School District. Proceedings (San Francisco, California, March 1998).
PUB DATE- 99
NOTE- 149p.; Edited by Amanda Kemp.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Black Students; *Culturally Relevant Education; *Curriculum Development; Democracy; Elementary Secondary Education; Equal Education; History Instruction; Limited English Speaking; Literature; *Multicultural Education

the southwestern U.S. border. Hispanics were present in some counties within nontraditional states. The Commonwealth of Puerto Rico was 98.8 percent Hispanic. In 2000, more than one million Hispanics lived in New York City and Los Angeles. Hispanics in East Los Angeles were 96.8 percent of the population. The Hispanic population in New Mexico is 42.1 percent of the total state population, the highest proportion for any state. The relative youthfulness of the Hispanic population was reflected in its population under age 18 years and its median age. Most, but not all, of the places with the largest specific Hispanic group populations were among the 10 places with the largest Hispanic populations. (SM)

ED 454 364 UD 034 297

Thomas, Regina
The Class-Size Reduction Program, PL 105-277: 1999-2000 Evaluation.
PUB DATE- 01
NOTE- 78p.; Some print may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Class Size; Parent Attitudes; Primary Education; Teacher Attitudes; *Teacher Student Ratio; Team Teaching
IDENTIFIERS- *Class Size Reduction; *Detroit Public Schools MI

This report presents data from the 1999-2000 Detroit Public Schools Class-Size Reduction (CSR) Program Teacher, Administrator, and Parent Survey. The CSR Program promoted district-wide opportunities to reduce class size in grades 1-3. Thirty schools received from 3-15 additional teachers in order to reduce class size to a 17:1 teacher-student ratio. Over-enrolled schools implemented team-teaching to reduce teacher-student ratios. Survey items examined respondents' perspectives on the effectiveness of the CSR Program on student learning, professional development, and teacher-student support. The CSR program was well-received by all three groups. Over half of CSR teachers had previously taught in grades K-3, and 66.7 percent had team taught in the same classroom but with different students. Over half of teachers and administrators agreed that student achievement and teacher morale improved as a result of CSR. Nearly 40 percent of teachers felt better about the effectiveness of parent contacts. All three groups appreciated that CSR resulted in individualized instruction, decreased discipline problems, and better monitoring of student progress. Problems did arise as a result of CSR, which included classroom space, wall separations, and new teachers hired without proper training. Six appendixes present the three surveys and teacher, administrator, and parent survey responses. (SM)

Eller, Ronald; Martinez, Ruben; Pace, Cynthia; Pavel, Michael; Garza, Hector; Barnett, Lynn
Rural Community College Initiative II. Economic Development. AACC Project Brief.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Community Colleges; *Community Development; *Economic Development; *Partnerships in Education; *Rural Schools; School Business Relationship; *School Community Relationship; Two Year Colleges

This report addresses the Rural Community College Initiative (RCCI) from the American Association of Community Colleges, which seeks to enhance the capacity of targeted community colleges to expand access to postsecondary education and help foster regional economic development. The Ford Foundation has made a decade-long commitment to community colleges in distressed rural areas of the United States through RCCI. The underlying assumption is that rural community colleges must take a leading role in human capital development as well as economic development. Especially in distressed areas, the community college is often the institution best capable of initiating and nurturing the local partnerships and regional collaborations that can help solve critical community problems. The RCCI focus is on specific geographic regions--the Southeast, Deep South, Southwest, Appalachia, and western Indian reservations--where communities face out-migration and stagnant or declining economies. The nine pilot RCCI colleges initiated a variety of demonstration projects that sought to improve the economic environment in their communities and to enhance economic opportunities for their people. While differing according to the distinct context and assets of each community, these strategies shared the following themes: entrepreneurship and small business development programs; workforce training activities; leadership development programs; and partnerships and alliances for regional economic development. (JA)

ED 453 884 JC 010 450

Proposed College of the Sequoias Center for Agriculture Science and Technology--A New Homestead. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges. Commission Report.
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Educational Facilities; *Educational Facilities Planning; Program Implementation; Science Facilities; *Science Teaching Centers; Two Year Colleges

In this report, the California Postsecondary Education Commission finds that the proposal submitted by the Sequoias Community College District for the Center for Agriculture Science and Technology in Tulare County (California) has met the review criteria established for a new educational center and recommends that the State authorize it. The district has proposed to establish this off-campus educational center for the College of the Sequoias, located in Visalia, California.

suggest that methods to support and encourage quality should include recruiting well-educated individuals to the field, providing family child care-specific training, supporting development of networking organizations, developing strategies to enhance provider compensation, providing extra supports for people providing infant care, and promoting and recognizing family child care as a socially important and enjoyable career option. (Eleven appendices include an overview of research on the relation of family child care quality to child development outcomes, an overview of family child care requirements, data collection instruments, and a delineation of the predictor variables used in the analysis. Contains 131 references.) (KB)

ED 453 904 PS 029 278

Goelman, Hillel; Doherty, Gillian; Lero, Donna S.; LaGrange, Annette; Tougas, Jocelyne
Caring and Learning Environments: Quality in Child Care Centres across Canada. You Bet I Care!
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 178p.; For other reports in this series, see PS 029 277-279. Research funded by the Child Care Visions Program, Social Development Partnerships Division, Human Resources Development Canada.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Caregiver Child Relationship; Caregiver Role; *Child Caregivers; Compensation (Remuneration); *Day Care; *Day Care Centers; Early Childhood Education; *Educational Environment; Foreign Countries; Infant Care; Models; National Surveys; Observation; Predictor Variables; Tables (Data); *Work Environment
IDENTIFIERS- Canada; Caregiver Attitudes; Caregiver Behavior; Caregiver Qualifications; *Day Care Quality; Quality Indicators

Canadian experts in diverse fields as well as people concerned about social justice and cohesion have identified quality child care as a crucial component in addressing a variety of broad societal goals. This study explored the relationships between child care center quality and: center characteristics; teaching staff wages and working conditions; and teaching staff characteristics and attitudes. Data were collected in 122 infant/toddler rooms and 227 preschool rooms in 234 centers across 6 Canadian provinces and 1 territory. Analyses focused on the critical factors predicting the level of quality. Findings revealed that physically safe environments with caring, supportive adults were the norm for the majority of Canadian centers. However, only 44 percent of preschool rooms and 29 percent of infant/toddler rooms provided activities and materials that support and encourage children's development. The majority provided care that was of minimal to mediocre quality. The direct predictors of program quality, listed generally in order of strength, were teaching staff wages, use of the center as a student-teacher practicum site, work satisfaction, and the adult-child ratio. Direct and indirect predictors were teaching staff level of early childhood-specific education and number of staff in the observed room. The strongest indirect predictor of quality was the center auspice. Based on findings, recommendations were made related to regulations, staff education, professional development, financial aspect of care, administration, and job satisfaction

Issues in Early Childhood Education and Care" (Peter Moss); (3) "Cross-National Variation in ECEC Service Organization and Financing" (Marcia K. Meyers and Janet C. Gornick); (4) "Hand in Hand: Improving the Links between ECEC and Schools in OECD Countries" (Michelle Neuman); and (5) "Goals and Curricula in Early Childhood" (John Bennett). The paper also includes comments from several people on lessons and opportunities for foundation investments. (EV)

ED 453 923 PS 029 486

Wertheimer, Richard
Working Poor Families with Children: Leaving Welfare Doesn't Necessarily Mean Leaving Poverty. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 8p.; For the reports on which this document is based, see ED 429 719 and ED 451 912.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Economically Disadvantaged; *Employed Parents; Family Characteristics; Low Income Groups; *Poverty; Welfare Recipients; *Working Poor
IDENTIFIERS- Temporary Assistance for Needy Families

One of a series planned by Child Trends to help inform the public debate surrounding the 2002 reauthorization of the Temporary Assistance for Needy Families (TANF) block grant, this brief updates a statistical snapshot of working poor families with children that Child Trends published 2 years ago. Findings presented in the brief include the following: (1) more poor children have parents who are working a substantial amount of time; (2) parental employment greatly reduces, but does not eliminate, poverty among children; (3) poor families not meeting the work standard are more likely to be headed by single parents or by parents who have not graduated from high school; (4) children in working poor families are less likely to have health insurance and receive public assistance; (5) working poor families are often doubly disadvantaged in their quest to escape poverty, being less likely to have two parents or to have a parent who has completed high school; and (6) home ownership and access to health care remain elusive goals for many working poor families. The brief considers implications of these data for public policy. (EV)

ED 453 924 PS 029 487

From Cells to Selves: Biobehavioral Development.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; Aggression; Behavior Disorders; *Brain; *Child Development; Child Health; Chronic Illness; Developmental Disabilities; *Disabilities; Federal Government; Intervention; Learning Processes; Long Range Planning; Mental Retardation; Mission Statements; Neuropsychology; Prosocial Behavior; *Research Methodology; *Research Needs; Social Development; Socialization; *Strategic Planning; Violence

that confirmed their decision. Mothers in the CV group did not consider delaying their child's entry until they were confronted with a child characteristic or experience that they considered problematic or potentially problematic. CV mothers represented many occupations and educational levels. During a tentative period these mothers considered a variety of variables associated with their own experiences, their child's characteristics, and school characteristics. They communicated a strong concern about their child's future school experiences. Findings of this study will serve school psychologists in counseling parents who are considering delaying their child's kindergarten entry, designing effective and efficient strategies to reach families who are considering delaying entry, and promoting the interaction of education professionals to support the needs of these families. (Contains 21 references.) (KB)

ED 453 942 PS 029 525

Growing Futures: Five Year Visioning Plan.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Planning; *Day Care; Models; *Partnerships in Education; Planning; Preschool Education; State Programs; Statewide Planning
IDENTIFIERS- North Dakota; *Program Objectives; Project Head Start

In October 2000, the North Dakota Department of Human Services and the Head Start Collaboration Office convened the Early Care and Education Summit with the goal of developing a multi-year collaborative Early Care and Education Plan for the state. This document presents the Five-Year Visioning Plan, comprised of a vision statement, a mission statement, and an action plan for each goal: (1) expanded program development (including nontraditional child care and a coordinated service system); (2) enhanced collaboration; (3) professional development; and (4) funding. Each action plan contains objectives and a description of action steps. Also included in the report is information on the process used to collect input from the eight regional Children's Services Coordinating Committees (CSCC) and four Tribal Children's Services Coordinating Councils to be used in the development of the plan. Reports from the CSCCs were analyzed to determine the most prevalent issues and broad themes to be addressed in the state plan. A list of Summit participants is included in the report. Appended is a compilation of responses and summaries of the themes from the CSCC reports. (KB)

ED 453 943 PS 029 526

Kelly, Paul D.
The Safety of School Children in Arkansas. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Age Differences; Elementary Secondary Education; Public Opinion; Risk; *School Safety; State Surveys;

Experience Affects the Brain" (John T. Bruer and William T. Greenough); (12) "Critical Periods and Early Intervention" (Dale C. Farran); (13) "The Concept of Critical Periods and Their Implications for Early Childhood Services" (Robert B. McCall and Bradford W. Plemons); and (14) "Critical Periods: Reflections and Future Directions" (Donald B. Bailey, Jr. and Frank J. Symons). All but one chapter contain references. (KB)

ED 453 960 PS 029 544

Cress, Joseph; Lonning, Elizabeth; Berlowe, Burt
The 7 Habits of Peaceful Parents: A Facilitator's Manual and The Peaceful Parenting Handbook.
PUB DATE- 01
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Change; Behavior Problems; *Change Strategies; Child Behavior; *Child Rearing; Compliance (Psychology); Emotional Problems; Interpersonal Relationship; *Parent Child Relationship; *Parent Education; *Parenting Skills; *Parents; Peer Relationship; Student Adjustment
IDENTIFIERS- Daily Routines; Habits

Based on the view that as parents and families explore the meaning of peace, they can create safe and harmonious homes in which all members can grow to the fullest and begin to combat violent tendencies in the larger culture, peaceful parenting evolved as a way to help parents become familiar with basic skills and to use them within their own families. These materials are intended to help parents develop both skills and self-confidence to meet the needs of their children. The training manual for facilitators is designed to help parent educators assist parents in expanding their discipline options and child development skills, manage anger, enhance family relationships, and attain the ultimate goal of raising peaceful children. Part 1 of the facilitator's manual discusses the concept of peaceful parenting, describes how to use the manual, and provides tips for preparing for parent education meetings. Part 2 presents guidelines for presenting seven workshops, each one devoted to a particular habit of peaceful parents: (1) managing your emotions; (2) resolving conflicts peacefully; (3) parenting your own way; (4) communicating openly; (5) nurturing your child's self-esteem; (6) spending quality time with your children; and (7) disciplining in a consistent manner. Each workshop includes information on the purpose, what parents will learn, background information for the facilitator, the session plan, instructions for exercises, a conclusion, tips for facilitators, and a materials list. The manual concludes with information on evaluating the peaceful parenting program. Appended are handouts for parents. The accompanying handbook for parents focuses on discipline strategies to help parents address childhood behavior problems in a peaceful way before they get out of hand. Following introductory remarks, the chapters are: (1) "Patterns of Daily Living"; (2) "Interpersonal Relationship Problems," including sibling problems, attention seeking, and aggression; (3) "Minding and Cooperation," including general compliance and responsibility; (4) "Bad Habits," including thumb sucking, lying, swearing, and

Hopkins University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary Education; *Family School Relationship; *Partnerships in Education; Predictor Variables; Program Implementation; *School Community Relationship
IDENTIFIERS- Baltimore City Public Schools MD

This study examined relationships between schools' efforts to involve families in their children's education and student performance on standardized achievement tests in the Baltimore schools. Data gathered by the National Network of Partnership Schools was combined with those collected by the state for the mandated Maryland School Performance Assessment Program (MSPAP). Complete data were available from 78 schools for third graders and from 77 schools for fifth graders. Findings indicated that Baltimore schools rated their partnership programs between fair and good and that they implemented just under 4 of the 5 measured characteristics of a well-implemented partnership program. Program quality was strongly related to program implementation as well as the degree to which the school met the challenges associated with the six types of involvement. No relationship was found between program quality or program implementation and achievement test performance. However, mobility was negatively related to the percentage of third and fifth graders who scored satisfactory or above on the MSPAP. Schools that better met the challenges of involving all of the students' families had a larger portion of their third graders score satisfactory or above in reading, writing, math, science, and social studies and a larger portion of their fifth graders score satisfactory or above in science and social studies. (Contains 26 references and 5 tables.) (Author/KB)

ED 453 978 PS 029 570

Kruiter, J. H.
The Influence of Community Schools on Child Behavior and Education at Home.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Behavior Problems; *Child Behavior; *Children; *Community Schools; Comparative Analysis; Foreign Countries; Intervention; Longitudinal Studies; Parent Student Relationship; *Parents as Teachers; *Partnerships in Education; Social Differences
IDENTIFIERS- Netherlands

Since 1995, community schools in the Netherlands have provided multiple interventions to improve student behavior and socioemotional functioning, improve the home educational environment, decrease risk behavior, decrease educational and physical disadvantages, and create opportunities for all children in a neighborhood. This study examined the influence of community schools on children's behavior and on their parents' pedagogical behavior, focusing on whether the influence of community schools varied for children with

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Context Effect; Educational Environment; *Educational Policy; Educational Research; Elementary Secondary Education; House Plan; Policy Formation; School Community Relationship; *School Effectiveness; *School Size; *Small Schools; Socioeconomic Influences
IDENTIFIERS- Grade Span Configuration

This overview examines recent research and thinking about school size and bases discussion on two key assumptions: good schools can differ widely in size, and there is no such thing as "optimal" school size. Rather, the "right" size for a school depends on local conditions and contexts. School size means more than total student enrollment. Grade span and grade level must be taken into account, and enrollment-per-grade is a more useful measure of size. In 1997-98, school enrollment in the United States ranged from 4 students in a Nebraska K-6 school to 5,160 students in a Florida 9-12 high school. Precise definitions of "large" and "small" do not exist, and the range of "informed judgments" about upper limits is substantial. Other context factors related to the effects of school size are socioeconomic status, rural versus urban locale, and state policies. Research is summarized concerning the influence of school size on student achievement, equity of achievement across socioeconomic levels, extracurricular participation, school climate, and dropout rates. This research indicates that school size alone can have a positive or negative influence on achievement levels, but that small schools are more effective in impoverished communities and make achievement dramatically more equitable. Secondary interpretations of the literature suggest that many schools are too large to serve students well, and smaller schools are widely needed, particularly in impoverished communities. Advice is offered to administrators in the form of principles to guide decision making about school size, policy mechanisms that support small schools, recommended local action, and the challenges and benefits of house plans and schools-within-schools. (Contains 61 references and 5 suggested readings.) (SV)

ED 453 997 RC 023 017

Roberts, Shelley
Remaining and Becoming: Cultural Crosscurrents in an Hispano School. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 01
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Biculturalism; Bilingual Education; Cultural Maintenance; *Culture Conflict; *Educational Change; Educational History; Elementary Secondary Education; *Ethnicity; Hispanic American Students; *Mexican American Education; Mexican American History; Mexican Americans; *Resistance to Change; Role of Education; Rural Schools; *School Community Relationship; School Districts
IDENTIFIERS- *New Mexico (North); Sense of Place

Nortenos, or Hispanos, are Spanish-heritage residents of northern New Mexico whose ancestors settled in the region in the 17th and 18th centuries and were long isolated from the U.S. mainstream. The ebb and flow of cultural crosscurrents in northern New Mexico add richness and complexity to educational

Pennsylvania, where he recruited the first Native American teachers for the Ft. Defiance school. Their employment was terminated less than a year later, due largely to the "surrounding circumstances." Riordan's letters poignantly depict his struggles to make living and schooling conditions a little better for the Indians in his Agency, his views on the benefits of education in terms of acculturation and modernization, and his frustrations with the unresponsive bureaucrats in Washington. (SV)

ED 454 014 RC 023 035

Roy, Loriene; Christal, Mark
Creating a Virtual Tour of the American Indian.
PUB DATE- 00
NOTE- 28p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indians; Elementary Education; Elementary School Students; *Exhibits; Institutional Cooperation; *Multimedia Materials; Museums; *Student Developed Materials; Student Projects; World Wide Web
IDENTIFIERS- American Indian Students; Cultural Interpretation; *National Museum of the American Indian; *Web Sites

This paper describes how Potawatomi and Santa Clara Pueblo children came to create a virtual tour of cultural exhibits from the National Museum of the American Indian (NMAI). The first part of this paper explores the nature of museums, how people interact with them, the concept of a virtual museum, and a brief history of NMAI. In addition to three physical spaces, NMAI is developing a "Fourth Museum" to extend access to and use of NMAI's holdings, especially for Native communities remote from the museum sites. As part of the Fourth Museum, in 1999 NMAI, students and teachers from two reservation schools, and University of Texas educators involved in the Four Directions project began a unique collaboration. Four Directions proposed that members of Indian communities be involved with museum personnel in presenting and interpreting cultural objects using technology such as Web page authoring and QuickTime Virtual Reality (QTVR) software. One component would be development of a virtual tour of NMAI exhibits at the George Gustav Heye Center (New York City), as seen through the eyes of Native American children. NMAI agreed, and two schools were chosen on the basis of written plans and school administrative support. Elementary students from Santa Clara Day School (New Mexico) and Hannahville Indian School (Michigan) were chosen through an essay process and traveled with their teachers to New York, where they created QTVR object movies of cultural items on exhibit and QTVR panoramas of the museum space. The current virtual tour (at http://www.conexus.si.edu/main.htm) includes 19 panoramas and 26 objects along with the students' interpretive essays. (SV)

ED 454 015 RC 023 036

Thunder Hawk, Anne

Putting Meaning Behind Bars: Children's Interpretations of Bar Graphs.
PUB DATE- 99
NOTE- 10p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Data Interpretation; Elementary Education; Elementary School Mathematics; *Graphs; Mathematical Applications; *Mathematics Instruction; Mechanics (Physics); *Motion

A glance at any newspaper shows that graphs play an important part in presenting data to the public. It appears self-evident that children need to develop "graphical literacy" as part of their mathematics education. As part of a series of mathematically orientated science activities in the Practical Mechanics in Primary Mathematics project, 102 upper primary children measured the distance traveled by a falling ball for different time intervals, presented their data in a bar graph and commented on what they thought was happening to the speed of the ball. Children's graphs and written comments were analyzed from two perspectives: the degree to which the graphs conformed to graphical conventions (including their accuracy in representing the data), and what children inferred about the motion of the ball from their graphs. Results of the first analysis show that the majority of children understood bar graph conventions, while the second analysis reveals that the children's "graphical literacy" is at various stages of development. (Contains 15 references.) (Author/SAH)

ED 454 034 SE 064 735

Caillot, Michel; Chartrain, Jean-Louis
Conceptual Change and Relation to Knowledge: The Case of Volcanism at Primary School.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Earth Science; Foreign Countries; Grade 5; Intermediate Grades; Middle Schools; Science Education; *Volcanoes
IDENTIFIERS- *Conceptual Change; *France

This paper tries to explain why all the students of a same class who have got the same teaching do not go so far in their conceptual change. Here we have studied the students' conceptual change about volcanoes in a French 5th grade. The different students' preconceptions before teaching have been categorized and related to the well-known historical and epistemological obstacles. After a specific teaching whose objectives were to overcome these obstacles, we have looked how the conceptual change has taken place for each student. In order to explain the diverse individual conceptual changes, we have introduced the concept of individual "relation to knowledge" and for each student this relation to knowledge had

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; *Mathematics Achievement; Mathematics Instruction; *Mathematics Teachers; Minority Groups; Problem Solving; Sex Differences; Teaching Methods

The findings of this study support the positive effect of constructivist learning practices, specifically on emphasis on problem solving strategies and their effect on student mathematics achievement. The results also suggest that setting, certification, teaching experience, gender, and minority status are factors related to the use of constructivist teaching, learning, and supervision practices. These findings imply that smaller rural schools may provide environments that are more suitable for constructivist teaching practices to occur and that younger staffs, females, minorities, and mathematics teachers are more likely to use constructivist practices. (Contains 23 references and 6 tables.) (ASK)

ED 454 058 SE 064 915

Fraser, Barry J.
Learning Environment Research in Science Classrooms: Past Progress and Future Prospects. NARST Monograph, Number Two.
PUB DATE- 89
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; Curriculum Evaluation; Elementary Secondary Education; Higher Education; Laboratory Equipment; Learning Strategies; Research; Science Education; *Teaching Methods

Many questions of interest to teachers, educational researchers, curriculum developers, and policymakers in science education can be asked about classroom environment. Does a classroom's environment affect student learning attitudes? What is the impact of a new curriculum or teaching method on the nature of a classroom's environment? Can teachers conveniently assess the climates of their own classrooms, and can they change these environments? What are some of the determinants of classroom environment? Is there a discrepancy between actual and preferred classroom environment as perceived by students, and does this discrepancy matter in terms of student outcomes? Do teachers and their students perceive the same classroom environments similarly? The above questions represent the thrust of the work on science classroom environments over the past 20 years and constitute the main areas covered in this monograph. This document is devoted to one approach to conceptualizing, assessing, and investigating what happens to students during their schooling. In particular, the main focus is upon students' and teachers' perceptions of important social and psychological aspects of the learning environments of school science classrooms. (SAH)

ED 454 059 SE 064 916

Baker, Dale R., Ed.; Scantlebury, Kathryn, Ed.
Science "Coeducation": Viewpoints from Gender, Race and Ethnic Perspectives. NARST Monograph, Number Seven.
PUB DATE- 95

the 21st century and the likely impact of those trends on future career fields; valuable tips on career search strategies along with information on education, volunteering, and internships; case studies of representative work and individual profiles that show readers a variety of environmental professionals; and resources for further information including more than 100 of the top Web sites for the environmental career seeker. (ASK)

ED 454 081 SE 064 984

Jacobson, Susan K.
Communication Skills for Conservation Professionals.
PUB DATE- 99
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Environmental Education; Leadership Training; *Relevance (Education); Science Education

This book provides in-depth guidance for students, scientists, managers, and professionals in achieving conservation goals through better communication. It introduces communication approaches--marketing and mass media, citizen participation, public information, environmental interpretation, and conservation education activities--and offers scores of real-world examples and straightforward advice that will help conservationists develop the skills they need to communicate effectively. Following an introductory chapter that provides an overview of the communication process, the book describes research techniques for gathering background information and targeting audiences, outlines the steps involved in developing a communications campaign, explains how to use mass media from giving interviews to writing news releases and holding press conferences, provides examples for developing interpretive media for conservation, explores long-term conservation education strategies, and presents program evaluation techniques to determine the level of success achieved or to identify steps for improvement. It presents a rich storehouse of examples, guidelines, and planning tools for all kinds of communication challenges. Strategies and materials that have been used by leading environmental organizations across the country provide both inspiration and support for others involved with similar projects. (ASK)

ED 454 082 SE 065 041

The Quest for Less: Activities and Resources for Teaching K-6. A Teacher's Guide to Reducing, Reusing, and Recycling.
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; Hazardous Materials; *Interdisciplinary Approach; *Learning Activities; *Solid Wastes; Waste Disposal

This solid waste resource was designed as a flexible tool for teachers of kindergarten through sixth grade. The multidisciplinary focus includes math, science, art, social

Direction

This paper seeks to answer two questions: What are the trends in schooling today? and How can the arts help translate these trends into practice? It is said that the successful curriculum of the future will be one that helps students collaboratively perceive, analyze, interpret, and discover a whole new range of meanings. The paper focuses on curriculum, identifying the intellectual tools that will be required in the future: problem solving, critical thinking, motivation for lifelong learning, civic responsibility, and self direction. The paper describes each tool. It then discusses the arts curriculum, citing the worldwide trend to include strands or organizers, which address creating, making, and presenting; arts criticism and aesthetics; and past and present contexts. The paper concludes with some relevant quotes concerning the arts from Garth Boomer of South Australia, cited as an "extraordinarily visionary educational leader." (BT)

ED 454 103 SO 032 102

Tomaseviae-Daneeviae, Mirjana
Do You "Speak" the Visual Language?
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Communication Skills; Elementary Education; *English (Second Language); Foreign Countries; Instructional Innovation; *Interdisciplinary Approach; *Language Role; Program Content; Visual Literacy
IDENTIFIERS- *Croatia

This paper discusses the relationship between "language" and "visual language." The paper describes two integrated teaching projects (children ages 4-11) in Croatia in which English as a Foreign Language and the visual language are presented as two potential common languages for young people to improve their communication in the process of learning to live together. The visual language is given the role of communication with others (children and elders, locally and internationally), the environment (natural, urban, global, endangered by wars), oneself (own feelings), and artworks (language of art, multiculturalism). The paper concludes that the analogy between a verbal language and a visual language has proved to be quite justified, on condition that the polysemy of visual forms is kept in mind. Contains 25 references. (BT)

ED 454 104 SO 032 108

Zamith-Cruz, Judith; Pires-Antunes, Carla; Faceira, Maria Joao
Art Education in Portugal.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory

Benedict Adapted for Use in Schools" (Vena Eastwood); "Avita pro Fide: Zeal for the Faith" (Tony McDonald); "Building a Positive Ethos: The Experience of St. Columba's High School" (Dan McGinty); "Charter and Beacon: A U.K. Perspective" (Kathleen Higgins)); and (10) "Perspectives from the Panel" (Peter Boylan; Pat Garrity; James E. Grummer; Mary C. McDonald). (Contains information sources.) (BT)

ED 454 124 SO 032 828

DiGiacomo, James J.
Teaching Right from Wrong: The Moral Education of Today's Youth.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholics; Cultural Context; *Educational Philosophy; Elementary Secondary Education; Mass Media; *Moral Development; *Moral Issues; Moral Values; Sexuality; *Youth
IDENTIFIERS- *Moral Education

For moral education to be effective, it must take into account the cultural, philosophical, and religious factors that influence moral development. The way growing children think and feel about right and wrong depends to a great extent on society's dominant culture, as expressed through mass communication media. These media promote values, attitudes, and points of view that may affirm or negate what is taught at home, in church, or in school. Within the same society, there are underlying, implicit philosophies that structure moral discourse among old and young. For those who belong to churches, there are religious suppositions and perspectives that make their own contributions. These are highly developed within the Catholic community, providing their own resources and posing their own distinctive challenges. This book analyzes these factors, describes their impact on young people, and offers suggestions for instruction. Following a preface and an introduction, the book is divided into the following chapters: (1) "Cultural" ("Not Just Greed"; "A World View"; "The Marginalization of Religion"; "Feeling Like Outsiders"); (2) "Philosophical" ("The Authoritarian Shortcut"; "Formation of Conscience"); (3) "Theological" ("The Role of the Church"; "Conscience and Authority"; "A Modest Proposal"); and (4) "Medium and Message" ("Styles of Governance"; "What To Teach"; "Making Sense of Sex"; "Bad News and Good News"). (Contains 27 endnotes and a 20-item bibliography.) (BT)

ED 454 125 SO 032 829

Reidy, Pamela J.
To Build a Civilization of Love: Catholic Education and Service Learning.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Catholics; Elementary Secondary Education; *Individual Development; *Religious Education; *Service Learning; *Youth
IDENTIFIERS- Theoretical Orientation

This book considers service learning an integral aspect of

NOTE- 8p.; In: National Association of African American Studies & the National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Classroom Techniques; Cultural Context; Cultural Differences; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; English (Second Language); Limited English Speaking; *Multicultural Education; *Student Empowerment; Student Needs; Teacher Role
IDENTIFIERS- *Communication Strategies; *Learning Environment; Multicultural Materials

The United States today is a pluralistic society, and a multicultural curriculum is a necessary component of the overall school curriculum. Multicultural education should address the culturally and the linguistically diverse student. This paper considers problems with and strategies for incorporating multicultural curricula into the classroom, and it provides suggestions for empowering students who speak English as a second language. The paper discusses the Optimal Learning Environment, a project that addresses the needs of the culturally diverse and exceptional student population. (BT)

ED 454 144 SO 032 856

Nwosu, Oriaku
Early Childhood Education of the African Child in the Diaspora--The Missing Link.
PUB DATE- 00
NOTE- 17p.; In: National Association of African American Studies & the National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceeings (Education Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; African Languages; *African Literature; *Black Culture; *Black Literature; *Childrens Literature; Early Childhood Education; Elementary Education; Foreign Countries; Geographic Regions; *Heritage Education
IDENTIFIERS- African Americans; *African Diaspora; Africans; Nigeria

"Africans in the Diaspora" refers to peoples of African origin dispersed throughout South America, the Caribbean, and North America as a result of the Atlantic slave trade carried out by European nations from the seventeenth through nineteenth centuries. The paper first provides an historical overview of the Diaspora. It then discusses the "Children's Readers on Africa Series," books that introduce young African American children to their cultural heritage. The Series depicts aspects of African culture through language, folklore, rhymes, songs, games, and proverbs. The Series focuses on Nigeria and its languages, not only because it is the most populous African nation but also because there are perhaps more persons of Nigerian origin in the United States than of any other African nation. The paper briefly discusses the geographical location, "Mommies, Daddies, and Drugs" (the children); (5) "Abuse in the Home" (living in fear); (6) "Parental Injury and Death" (the children); (7) "Family Instability" (the children); (8) "Children's Dreams of the Future" (vocational imaginings); and (9) "For the Sake of Children" (children's changes, the school context, changing the workplace, focusing on people, altering the grammar of schooling and bolstering resiliency, and the wider context). (SM)

ED 454 164   SP 040 031

Palomares, Luis Batanaz; Castillo, Jose Luis Alvarez
Professional Profile of Principalship in Educational Institutions in Spain.
SPONS. AGENCY- Ministry of Education, Culture, and Sport, Madrid (Spain).
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Principals
IDENTIFIERS- Professionalization; *Spain

This paper presents results from a research project on the professional profile of the educational principalship in Spain. The study defined the most relevant features related to professional activities, examined the opinions of teachers on what constitutes the principalship as a profession, and discussed the decision making process about aligning the job of principal to that of other professions. Surveys of 1,005 education professionals in the province of Cordoba examined the opinions of professionals with no experience as principals, professionals with experience as principals, and professionals with experience as guidance counselors, educational advisors, and educational inspectors. Results indicated that educators were moderately in favor of turning the principal position into a profession. People with experience in top positions favored turning the principal position into a profession, while those with no principal experience did not. People over 50 years of age had a more clear conception of the principalship than did the rest of the respondents. More males than females agreed with the idea of turning the principal position into a profession. The highest level of disagreement among professionals was about selection and access to the principalship. (Contains 22 references.) (SM)

ED 454 165   SP 040 032

McRobbie, Joan
Career-Long Teacher Development: Policies That Make Sense. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Draws from presentation by Linda Darling-Hammond to the WestEd Board of Directors, March 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Teacher Education; *Prior Learning; Secondary School Teachers; Student Behavior; Student Teachers
IDENTIFIERS- Aversion Therapy; *Childhood Experiences

This study was designed to replicate and improve upon Kaplan's 1992 study of the possible link between teachers' past experiences and use of aversive disciplinary strategies. The current study examines the possible effect of past home and school experience on both preservice and practicing teachers' choices of intervention. The first study explored the nature of childhood experiences with aversive consequences in preservice teachers and their subsequent selection of intervention choices. The second study examined the degree to which childhood aversive consequences influenced respondents' choice of interventions. Surveys of preservice and practicing teachers (which included case scenarios) found that among preservice teachers, there were no significant differences between aversive and positive/neutral intervention groups on the Personal History of Punishment Inventory (PHPI). Among practicing teachers, restrictive home experiences from the PHPI (such as grounding and restrictions from friends) significantly differentiated teachers when grouped by their choice of aversive versus positive/neutral interventions. Practicing teachers who had experienced restrictive consequences at home or school selected aversive interventions for students significantly more often than did those who had not. (Contains 34 references and 6 tables.) (SM)

ED 454 184 SP 040 058

Beachner, Lynne; Pickett, Anola
Multiple Intelligences and Positive Life Habits: 174 Activities for Applying Them in Your Classroom.
PUB DATE- 01
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Learning Strategies; *Multiple Intelligences; Problem Solving; Teacher Student Relationship

This book offers teachers a toolbox for discovering the innate strengths and talents and the unique learning styles of each student. Drawing from Howard Gardner's work on multiple intelligences, the book offers more than a dozen activities specifically tailored to each of the eight multiple intelligences: verbal/linguistic, mathematical/logical, visual/spatial, musical/rhythmic, bodily/kinesthetic, intrapersonal, interpersonal, and naturalist. Each activity serves as a guide to developing learning strategies in the classroom and fostering relationships with students based on their individual strengths. The book explains how teachers must develop relationships with students and aid them in developing a sense of connectedness with a group. It also explains how life habits must be a part of a proactive plan to teach students problem solving skills and positive interactions. Life habits cover such key social areas as relationships, teamwork, common sense, productivity, and problem solving. The book is organized into eight chapters, each focusing on one of the multiple intelligences. A life habits breakdown helps the reader find life habit activities that are just right for a specific class and grade level. Each activity has discussion and journal questions. (SM) newsletter, conferences, and telephone and written communications); (3) "Parent Involvement" (parents as tutors, guest speakers, lunch buddies, chaperons, and classroom helpers); (4) "Discipline" (rules and consequences, structure, and documentation); (5) "Instructional Planning" (e.g., long- and short-range planning and teamwork); (6) "Developing Themes" (weather unit and vowel search); (7) "Instructional Presentation"; (8) "Differentiation of Instruction" (layering assignments, grouping, and centers); (9) "Student Assessment and Record Keeping" (e.g., creating student portfolios, completing report cards, and grading); (10) "Using Technology in the Classroom" (e.g., computer use, computers as communication tools, and student computer use); (11) "Planning for Special Events" (class parties and field trips); and (12) "Professionalism of Teaching" (e.g., relationships with others and creating professional portfolios). (SM)

ED 454 204   SP 040 079

Clark, Christopher M., Ed.
Talking Shop: Authentic Conversation and Teacher Learning.
PUB DATE- 01
NOTE- 208p.; Foreword by D. Jean Clandinin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Interpersonal Communication; Preservice Teacher Education; *Teacher Collaboration; Teacher Improvement; Teachers
IDENTIFIERS- *Conversation; Israel; Study Groups; *Teacher Talk

This book presents a set of stories that focus on what teachers learn from talking to one another about their practice, presenting a case for how the ordinary talk among teachers is a potent medium for teacher learning and professional development. Drawing from the work of eight groups of teachers in the United States and Israel who met in conversation over several years, the articles describe the complexities, obstacles, contradictions, and possibilities that can accompany teacher conversation. The eight chapters are: (1) "Conversation as Support for Teaching in New Ways" (Christopher M. Clark and Susan Florio-Ruane); (2) "Translating Themselves: Becoming a Teacher through Text and Talk" (Alison Cook-Sather); (3) "Resistance as a Catalyst in Teachers' Professional Development" (Michael Zellermayer); (4) "Reading Lives: Learning about Culture and Literacy in Teacher Study Groups" (Susan Florio-Ruane and Taffy E. Raphael); (5) "Learning the Discourse of Teaching: Conversation as Professional Development" (Frances Rust and Lily Orland); (6) "Heroes of Our Own Tales: Presentation of Self in Conversation and Story" (Stephen A. Swidler); (7) "Connected Conversations: Forms and Functions of Teacher Talk" (Lynne Cavazos and the Members of WEST); and (8) "Good Conversation" (Christopher M. Clark). (SM)

ED 454 205   SP 040 080

Lieberman, Ann, Ed.; Miller, Lynne, Ed.
Teachers Caught in the Action: Professional Development That Matters. The Series on School Reform.
PUB DATE- 01
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

paraeducators in all three countries served in the instructional process in all areas of the curriculum and at all age levels, particularly in providing guided practice for students. The data also suggest that paraeducators frequently participated in instructional decision making regarding both how their time was allocated and which aspects of the instructional process they addressed. (Contains 14 references and 5 tables.) (SM)

ED 454 224 SP 040 103

Changing Schools: A Newsletter from the Central Region Educational Laboratory, Summer 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Accountability; Computer Uses in Education; Educational Change; Educational Quality; Educational Technology; Elementary Secondary Education; Higher Education; Mentors; Preservice Teacher Education; Reading Achievement; Teacher Persistence; Teacher Recruitment
IDENTIFIERS- Reform Efforts

This newsletter presents articles on: preparing, recruiting, and retaining the best teachers; the RAND project designed to examine the need for high quality programs that impact classroom practice (focusing on mathematics and reading); accountability reform (whether accountability policies improve student achievement); organizational and instructional reforms designed to improve reading achievement; work by the Mid-continent Research for Education and Learning (McREL) to help build capacity through technology solutions and mentoring; essential resources, including books, policy briefs, and electronic resources; education-related activities in the central region (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming); and a note from the McREL Board of Directors on the career of one successful school superintendent. (SM)

ED 454 225 SP 040 104

Moreau, Mary Jane
Knowledge Building Pedagogy and Teacher Change: One Teacher's Journey.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Databases; Educational Change; Foreign Countries; Grade 3; Higher Education; Misconceptions; Preservice Teacher Education; Primary Education; Teaching Methods; Teaching Styles; *Writing Instruction
IDENTIFIERS- *Knowledge Development; University of Toronto (Canada)

This narrative account describes issues confronted by third grade

February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *High School Students; High Schools; Regression (Statistics); *Research Methodology; *Statistical Analysis; *Structural Equation Models
IDENTIFIERS- *Missing Data; National Education Longitudinal Study 1988

The influence of method of handling missing data on estimates produced by a structural equation model of the effects of part-time work on high-school student achievement was investigated. Missing data methods studied were listwise deletion, pairwise deletion, the expectation maximization (EM) algorithm, regression, and response pattern. The 26 variables selected from the National Educational Longitudinal Survey of 1988 database were those previously used by K. Singh and M. Ozturk (1999) in an analysis of part-time work. Results indicate the data was not missing completely at random, and although the covariance matrices, measurement models, and structural models using the five missing data methods were not significantly different statistically, the individual best fitting structural model for each missing data method differed substantively. Results are discussed. (Contains 4 figures, 3 tables, and 20 references.) (Author/SLD)

ED 454 246 TM 032 849

Lubienski, Sarah Theule
A Second Look at Mathematics Achievement Gaps: Intersections of Race, Class, and Gender in NAEP Data.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Elementary Secondary Education; *Equal Education; Interaction; Low Achievement; *Mathematics Achievement; *Racial Differences; *Sex Differences; *Socioeconomic Status; White Students
IDENTIFIERS- *National Assessment of Educational Progress

Drawing from 1990 and 1996 data from the National Assessment of Educational Progress (NAEP), this study examined disparities between White and African American students' mathematics performances and classroom experiences, with attention to interactions among race, socioeconomic status (SES), and gender. Overall, NAEP scores increased for both White and African American students, but substantial race- and SES-related differences remained. SES differences appeared to account for some, but not all race-related differences. Additionally, some potential underlying factors were found to correlate with race even after controlling for students' SES, including limited calculator use, multiple choice assessment use, lack of teacher emphasis on reasoning, and students' views of mathematics as memorization. By going beyond the traditional, discrete examination of race, class, or gender in isolation, this study helps clarify the gaps in mathematics achievement and sheds light on potential factors underlying these gaps. (Contains 5 tables and 28 references.) (Author/SLD) children with low academic self-concept were reported to manifest less persistence and higher distractibility than those who reported high academic self-concept. In addition, children with higher intelligence and greater academic achievement displayed higher academic self-concept than their counterparts. Results of the current study suggest that educators and counselors should evaluate their students at as early as age 6, so developmental factors that might hinder later academic achievement can be addressed and managed appropriately. (Contains 2 tables and 21 references.) (Author/SLD)

ED 454 265   TM 032 874

Whitehead, Jack
Living Standards of Judgement in What We Know and How We Know It.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; *Educational Research; Ethics; *Professional Autonomy; *Qualitative Research; Research Methodology; *Standards; *Theory Practice Relationship; *Values

This paper offers a view of educational research in which individual practitioner-researchers are creating and testing their own living educational theories and living standards of practice and judgment in the course of exploring questions related to the improvement of their practice. The power behind what counts as knowledge in education has been centered in the academy, rather than in the form of knowing educators have in their professional practice as educators. The first part of this presentation focuses on the interpretation of video images from some conversations related to education that the researcher had with students whose research programs he was supervising or influencing. The presentation also includes some accounts, presented through multimedia, by teacher-researchers in which they analyzed the ways their spiritual, esthetic, and ethical values were influencing their students' learning. The focus in these discussions was on the communicability of the educators' living standards of judgment in testing the validity of claims to educational knowledge. These discussions lead to an examination of the ways in which the meanings of spiritual, esthetic, and ethical values in the researcher's discipline of education have been clarified and have evolved in the course of their engagement with institutional power relations over a 27-year period. The discussion also shows how the values and insights that have developed over the researcher's professional life have been integrated within the doctoral inquiries of students over the years. This discussion also takes into account the way in which power relations in the academy have been influenced by economic rationalism, and the tension between economic factors and moral principle this research has experienced. An appendix contains the action plan for the development of this paper. (Contains 26 references.) (SLD)

ED 454 266   TM 032 875

Gittman, Elizabeth; Koster, John
Analysis of a Teacher Checklist Used for Assessment of Students Eligible for Placement in a Gifted and Talented Program.

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Grades (Scholastic); *Grading; *Portfolio Assessment; Simulation; *Student Teachers; Teacher Attitudes; Teacher Education
IDENTIFIERS- Canada

A set of constructed portfolios containing achievement products and background information for a simulated student was used to investigate how teachers formulate the evaluation of achievement of their students. The materials, developed for a simulated student named "Chris," were presented to 147 student teachers who graded the 8 product components of the portfolio over a 12-week period and reported a final grade for "Chris." Results of regression analyses suggest that the contents of the portfolio accounted for approximately 63% of the variance for a final grade of "Chris," leaning more than one-third of the variance unaccounted for. These findings indicate that student teachers seemed to use some aspect of "Chris" in grading that was not actually part of the portfolio. Previous studies of these data suggested that the student teachers thought that "Chris" improved through the 12 weeks, even though portfolios were structured in such a way that only about one-third of the portfolios actually showed improvement, perhaps reflecting the expectation that a student would improve over the marking period. Results highlight the complexity of grading practices. (SLD)

ED 454 287 TM 033 031

Scudder, David F.
Class-Size Reduction Evaluation, 1999-2000. A Report to the North Carolina Department of Public Instruction.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Change; Federal Aid; Primary Education; Program Implementation
IDENTIFIERS- North Carolina; *Wake County Public School System NC

The effectiveness of the Wake County Public School System (WCPSS), North Carolina, plan to reduce class size was evaluated, assessing program implementation and the effects of class size reduction on academic achievement. For the 1999-2000 school year, North Carolina received federal funds targeting class size reduction under the Class Size Reduction Program (CSRP), and an allocation was made to the WCPSS of approximately $1.1 million. The objective was approached by hiring as many fully qualified teachers as possible, establishing implementation models, and determining the grade levels to target. Twenty-three teachers were supported by CSRP funds, and they were sent to 23 schools where between 21.6 and 51.1% of students received free or reduced-price lunches and between 50 and 117 students per school were considered low-achieving. District staff developed four implementation models, and schools were asked to implement class size reduction in grades 1 or 2, with the preferred model being the introduction of a new class of about equal size to other classes in the target grade. Reduced class sizes thus affected about 2,473 students. Students did show improvement in academic achievement, with improved growth greatest where class size was smallest. However, low-income students appeared to benefit less from class size reduction, even though their achievement improved to some extent. Some departures from the implementation plan were found, and some suggestions are

Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 26p.; Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Child Welfare; Childhood Needs; *Children; Elementary Secondary Education; *Federal Aid; Federal Government; *Low Income Groups; Nutrition
IDENTIFIERS- Aid to Families with Dependent Children; Earned Income Tax Credit; Food Stamp Program; Medicaid; Tax Exemptions

This paper examines trends in federal spending on children, assessing changes in spending between 1960-97 and classifying federal programs within eight budget categories: tax credits and exemptions (including the Earned Income Tax Credit and dependent exemption); income security (including Aid to Families with Dependent Children); nutrition (including Food Stamps); health (including Medicaid); education; housing; social services; and training. Federal spending on children grew 246 percent, from $48.6 billion to $168.5 billion, while the number of children grew just 9.7 percent. In terms of gross domestic product, this growth in spending is just 11 percent. Federal spending on poor children increased 23-fold. Until recently, programs that put money into parents' pockets lost ground to targeted, in-kind spending. The dependent exemption declined from 65 percent of all federal spending on children to 16 percent. Three new programs account for half of the increase in total spending on children (Earned Income Credit, Medicaid, and Food Stamps). Nutrition and health programs rank third and fourth among categories of spending on children. Federal education funds shifted from targeting children of military or government personnel toward targeting disadvantaged children. Spending on children increasingly shifted from broad-based middle class relief to programs designed for the poor. (SM)

ED 454 307 UD 034 223

Johnson, Kirk A.; Kafer, Krista
Why More Money Will Not Solve America's Education Crisis. The Heritage Foundation Backgrounder No. 1448.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Change; *Educational Finance; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Federal Government; Private Education; Public Education; School Choice; State Aid
IDENTIFIERS- Reform Efforts

This report suggests that despite increases in federal, state, and local spending on education, academic achievement scores do not reflect similar increases. Education dollars have funded education "fads" promoted as cure-alls for lackluster

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Federal Aid; Financial Support; State Aid; Welfare Recipients; *Welfare Services; Youth Agencies; *Youth Programs
IDENTIFIERS- Cash Assistance Programs; *Temporary Assistance for Needy Families; Welfare Reform; *Youth Corps

The Temporary Assistance for Needy Families (TANF) block grant, and the Maintenance of Effort (MOE) funds that states are required to spend in order to draw down their full TANF allocations, are potential funding sources for youth corps. Youth corps address the goals of the new welfare law and are eligible to receive TANF funds. TANF and MOE funds can be used to meet any 1996 welfare law purposes. In order to receive TANF-funded services, recipients need not receive TANF cash assistance or be parents. TANF fund recipients need not even be living with their families. For some services, recipients do not have to be needy. Most corps want to serve some youths from families that do not receive cash assistance. Such youth may be subject to TANF work, school, living, and child support requirements and time limits. Youth and young adults receiving only non-assistance services are not subject to TANF prohibitions, requirements, and time limits. TANF funds may be allocated at the state or local level. They may be allocated directly to youth corps in a state or local budget or via a contract or interagency agreement from the welfare agency. (Contains 15 references.) (SM)

ED 454 326 UD 034 246

Snyder, Howard N.; Sickmund, Melissa; Poe-Yamagata, Eileen
Juvenile Transfers to Criminal Court in the 1990s: Lessons Learned from Four Studies. OJJDP Summary.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Courts; *Criminal Law; *Delinquency; *Juvenile Justice; Prevention; State Government; State Legislation; Violence
IDENTIFIERS- Pennsylvania; South Carolina; Utah; *Waivers

This report presents information from four studies that investigated factors decision makers considered when transferring cases from the juvenile to the criminal justice system. All states have legal mechanisms whereby some juveniles may be transferred from the juvenile to the criminal justice system for prosecution. These decisions fall into three categories: judicial waiver, statutory exclusion, and concurrent jurisdiction. The decision makers are, respectively, the juvenile court judge, the legislature, and the prosecutor. Most states have historically relied on judicial waiver provisions, though in recent years, many states have implemented statutory exclusion and/or concurrent jurisdiction provisions. Most states now rely on a combination of transfer provisions, the most common being judicial waiver with statutory exclusion. Results from the four studies, which occurred in South Carolina, Utah, and Pennsylvania, found that waiver decisions were based on such factors as offense seriousness, extent of the juvenile court's history, and characteristics of the crime. There was an increase in judicial

IDENTIFIERS- Great Books Curriculum; Social Justice

This report documents a 1998 summit that brought together academics and practitioners to discuss the challenges of multicultural education. Part 1, "Summit Proceedings," examines definitions, major topics, voices of the summit, recommendations, and the future. Part 2, "Selected Articles," includes three sections that offer articles from the summit. Section 1, "Concepts and Perspectives," features "Multicultural Education: For Freedom's Sake" (James A. Banks); "An Analysis of Multicultural Education in the United States" (Christine E. Sleeter and Carl A. Grant); and "Affirmation, Solidarity, and Critique: Moving beyond Tolerance in Education" (Sonia Nieto); Section 2, "Curriculum and Classroom Practices," features "Creating Classrooms for Equity and Social Justice" (Bill Bigelow, Linda Christensen, Stan Karp, Barbara Miner, and Bob Peterson); "Multicultural Curriculum and Educational Achievement: Oxymoron or Marriage Made in Heaven?" (Susan Sandler); "I Won't Learn from You" (Herbert Kohl); and "The Dream Keepers: Successful Teacher of African American Children, Chapter 5, The Tree of Knowledge" (Gloria Ladson-Billings). Section 3, "Scholarship in History and Literature," includes "Notes of a Native Daughter, or 'She' Speaks: Shifting from Eurocentric To Multicultural Centers" (Amanda Kemp); "A Different Mirror, Chapter One" (Ronald Takaki); and "What's So Great about Great Books?" (Kevin J. H. Dettmar). Part 3 offers a sampling of resources. (SM)

ED 454 346 UD 034 274

Deja Vu: Family Homelessness in New York City.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Child Health; Children; Elementary Secondary Education; *Family Life; *Homeless People; Poverty; Social Services; Violence
IDENTIFIERS- *New York (New York); Working Poor

This report describes family homelessness in New York City, which has risen sharply since 1980. Currently, the City's family shelter system is at capacity. Homeless children are typically raised by single mothers who receive no child support, are 27 years old, are unemployed and receiving welfare, and have had at least one public assistance benefit recently cut. Typical homeless families have been homeless for at least 9 months, live with friends or relatives before entering a shelter, and move twice every year. Many homeless people work, yet move rapidly from stability to homelessness and public assistance. Typical homeless children are 5 years old, change schools frequently, repeat grades frequently, cannot access a quality education, receive primary medical care at walk-in clinics or emergency rooms, and have high asthma rates. Violence pervades their lives, affecting their physical and emotional health. New York has homeless-friendly laws, yet the City has ever increasing numbers of families needing shelter. A work plus housing plan could transform shelters into homes where families get the support and skills they need, where working is expected, where children are nurtured, and where families feel a sense of community. (SM)

ED 454 347 UD 034 275

The center will replace the district's current farm laboratory facility and enhance its capacity to serve students in the southern portion of Tulare County. Contingent upon funding, the proposed center will open in 2005 and will serve an estimated 1,148 full-time equivalent students. It will provide comprehensive educational programs and enable the district to establish a new state-of-the-art home for its agriculture laboratory and associated academic programs. The proposed center will also relocate and consolidate current operational outreach efforts in the region. The recommendation of the Commission is made with the understanding that the district ensures that it will address the needs of its limited-English speaking students at the proposed center through outreach programs and curriculum designed to enhance participation and basic skills. (JA)

ED 453 885 JC 010 451

Beachler, Judith
Executive Summary of the 2000 External Environmental Scan and the Internal Environmental Scan Report Card: Key Issues for Planning.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Enrollment Trends; *Ethnicity; *Institutional Characteristics; Strategic Planning; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document summarizes both the 2000 External Environmental Scan and the 2000 Internal Environmental Scan Report Card for the Los Rios Community College District (LRCCD) (California). LRCCD consists of American River College (ARC), Consumnes River College (CRC), and Sacramento City College (SCC). Report highlights include: (1) total headcount enrollment continues to increase in under-18 age groups; (2) 18-20 and 40 are the fastest-growing age groups of students on LRCCD campuses; (3) enrollment of new high school graduates has increased from 6.5% to 9.3%; (4) a larger proportion of non-white high school graduates is attending the colleges, making up 47% of the total district population; (5) student success measures seem to be down from the previous year, including Grade Point Average (GPA) and persistence measures; and (6) environmental scan indicators show that, on average, new high school graduates who will enter LRCCD colleges in the years to come may be less academically prepared than earlier groups of students and less prepared than students nationwide. (CJW)

ED 453 886 JC 010 453

Mt. SAC Research Briefs, 2000.
PUB DATE- 00
NOTE- 8p.; Produced by Mount San Antonio College, Research and Instructional Effectiveness Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Enrollment; *Enrollment Trends; *Ethnicity; *Institutional Characteristics; Institutional

and the work environment. (Nine appendices include descriptions of provincial/territorial requirements for center-based care, data collection instruments, and discussion of implications for future research. Contains 97 references.) (KB)

ED 453 905 PS 029 279

Doherty, Gillian; Lero, Donna S.; Tougas, Jocelyne; LaGrange, Annette; Goelman, Hillel
Policies and Practices in Canadian Family Child Care Agencies. You Bet I Care!
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 87p.; For other reports in this series, see PS 029 277-278. Research funded by the Child Care Visions Program, Social Development Partnerships Division, Human Resources Development Canada.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Agency Role; *Child Caregivers; Compensation (Remuneration); *Day Care; Early Childhood Education; *Family Day Care; Foreign Countries; Government Role; Home Visits; Labor Turnover; National Surveys; *Professional Development; Program Descriptions; Surveys; *Work Environment; Working Hours
IDENTIFIERS- Canada; *Day Care Quality

Four Canadian provinces license or contract with family child care agencies, which in turn recruit and monitor child care providers. These family child care agencies have two primary roles: monitoring and supervising providers, and supplying their affiliated family child care providers with professional development opportunities and other types of support. This survey study examined how agencies fulfilled these primary roles and the types of services they made available to families. The study focused on providers' hours of work, time off, income levels, benefits, opportunities for career mobility within the agency system, and turnover rates. The study also examined directors' concerns related to the family child care program. Participating in the study were 24 Canadian family child care agency directors, 8 each in Alberta, Ontario, and Quebec. Findings indicate that the following were issues of concern to directors: (1) the inadequacy of agency operating funds; (2) the difficulty experienced with provider recruitment; (3) high provider turnover; (4) the challenges of making appropriate levels and types of support available to their affiliated providers; and (5) the unresolved issue of the employment status of family child care providers. Findings led to the development of recommendations related to recruitment and turnover difficulties, the provision of support to providers, the unresolved issue of provider employment status, the role of the agency, and the role of the government. (Four appendices provide: an overview of family child care requirements in jurisdictions using an agency model; the program and caregiver questionnaires; and recommendations for supporting quality in regulated family child care. Contains 48 references.) (KB)

ED 453 906 PS 029 290

Reid, Pamela Trotman, Ed.

IDENTIFIERS- Brain Development; Continuity; Discontinuity; Fetal Development; National Institute Child Health Human Development; Risk Taking Behavior

Key to the mission of the National Institute of Child Health and Human Development (NICHD) is answering fundamental questions about how a single fertilized cell eventually develops into a fully functional adult human being and how a multitude of genetic and environmental factors influence that process. This document details part of NICHD's strategic plan for achieving its mission, focusing on goals and objectives to guide NICHD research on biobehavioral development over the next 5 years. The document first describes NICHD's mission and outlines the strategic planning process. The introduction then presents basic concepts underlying the NICHD biobehavioral strategic plan. The first section of the document discusses 2 scientific goals of the strategic plan. The first concerns biobehavioral bases of developmental continuities and discontinuities from birth through parenthood, and includes biobehavioral influences of social behavior and socialization, influence of sex/gender throughout development, fetal behavior, understanding and facilitating learning in typically developing populations, and adolescence. The second concerns the development of individuals with disabilities and chronic diseases, including therapeutic interventions for developmental disabilities and related conditions, developmental neurobiology underlying the emergence of prosocial versus violent and aggressive social behaviors, and biobehavioral effects of the interaction between the individual, technology, and multimedia sensory experiences throughout development. The second section of the document examines research technologies and resources deemed relevant, including data collection and analysis related to neural networks and dynamic systems for analysis of development, animal models, functional neuroimaging, and brain tissue banks. The document concludes by identifying the need for predoctoral and postdoctoral training programs that integrate experiences across the many disciplines relevant to biobehavioral research and the need to create new opportunities for effective and productive multidisciplinary research endeavors. Appended is the roster of members of the strategic plan working group providing advice on the development of this document. (KB)

ED 453 925 PS 029 488

Brown, Mary Jean; Shenassa, Edmond; Tips, Nancy
Small Area Analysis of Risk for Childhood Lead Poisoning.
PUB DATE- 01
NOTE- 13p.; "This study was supported in part by funding from the Alliance to End Childhood Lead Poisoning." Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Children; *Geographic Distribution; *Incidence; *Lead Poisoning; Municipalities; Urban Areas

Although mean blood lead (BPb) levels in the United States continue to decrease, there is evidence that certain populations, particularly young children living in communities with a high proportion of older, poorly maintained housing, remain at high risk for lead exposure. The objective of this study was to describe and compare the prevalence rates of elevated childhood BPb levels in relatively small geographic areas within seven U.S. cities. Data on the number of children

*Student Attitudes; *Student Behavior; Trend Analysis;
*Violence; Weapons
IDENTIFIERS- Arkansas; *Fighting; School Shootings

Noting that parents are very concerned about the safety of their children and the impact school violence has on their children's academic success, this report is intended to help parents and others understand how school safety is monitored in Arkansas. The report presents information on what students say about their access to weapons and involvement in aggressive behavior. The report summarizes and highlights information gathered from the Arkansas Youth Risk Behavior Survey and the "Communities That Care" survey, examines trends in data, and identifies state and federal resources with additional information about school safety. The key findings indicate that students who carried a weapon onto school property decreased from 12 percent in 1997 to 10 percent in 1999. Students who carried a weapon in locations other than school declined from 28 percent in 1997 to 23 percent in 1999. The percent of Arkansas students (28 percent) who carried a weapon was higher than the national rate (18.3 percent). Expulsions for carrying a firearm on school property increased by 16 percent between 1997-1998 and 1998-1999. Fighting on school property was more common among younger than older students. Arkansas' rate (15 percent) of fighting on school property was comparable to the national rate (14.8 percent). The report concludes by noting that although the rate of violent crime and school-associated violent deaths and the number of fights and gun possession in schools nationwide have decreased, school violence continues to alarm parents. (KB)

ED 453 944 PS 029 527

Nelson, Julie A.
Why Are Early Education and Care Wages So Low? A Critical Guide to Common Explanations. Working Paper Series.
PUB DATE- 01
NOTE- 18p.; Research was supported by the Center for the Study of Values in Public Life, the Foundation for Child Development, and the Charlotte Perkins Gillian Memorial Fellowship for Research on Caring Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Compensation (Remuneration); *Day Care; *Early Childhood Education; Economic Factors; *Preschool Teachers; Teaching (Occupation); *Wages

Arguing that common explanations for low wages for early education and care work are inadequate and misleading, this essay seeks to clarify for early education and care advocates the reasoning and the fallacies underlying these explanations. The essay maintains that economists' argument concerning "human capital" erroneously assumes that early education and care is low-skill work. The essay further argues that economists' notion of "compensating wage differentials" may explain why an individual might take a low-paying job, but cannot explain why the wage for a whole occupation is low. The essay asserts that if economists' "crowding" explanation were correct, one should see too many people wanting to work in early education and care. Further, the idea that low wages protect children by warding off money-motivated workers is based on untenable assumptions about motivations, responsibilities, and opportunity costs. The essay argues that the notion that wages must be low for early education and care to remain affordable temper tantrums; (5) "Emotional Problems," including fears and phobias, sadness, overdependency, and eating disturbances; (6) "Problems of Immaturity," including bedwetting, misuse of money, overly active or inattentive behavior, and manipulative crying; and (7) "School-Related Problems," including underachievement and truancy. (KB)

ED 453 961 PS 029 545

Diffily, Deborah
Revisiting Family Involvement: Perspectives of Teachers and Families.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family Involvement; Family School Relationship; Outreach Programs; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Preschool Teachers; Primary Education; Teacher Attitudes

This paper asserts that early childhood teachers need to consider the families with whom they work in order to select the most effective ways to involve them in their child's education. The paper presents strategies mentioned most often in interviews with teachers and families working in effective family involvement programs. Each strategy is described, followed by a family perspective and a teacher perspective on the practice. The strategies discussed are: (1) written communication, including letters about classroom activities, articles from magazines and journals, suggested activities to extend classroom experiences, informal two-way communication, and displays of children's work; and (2) family involvement activities, including conferences, monthly family meetings, and special events evenings. The paper concludes by asserting that starting family involvement programs with two or three components and then adding a new component every few months makes implementing an effective family involvement program feasible. (KB)

ED 453 962 PS 029 546

Perez, Susan; Gauvain, Mary
Children's After-School Activities as Opportunities To Develop Cognitive Skills.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- After School Programs; *Children; *Cognitive Development; Comparative Analysis; Cultural Differences; Elementary School Students; *Hispanic American Students; *Individual Activities; Longitudinal Studies; Parent Child Relationship; Personal Autonomy; *Planning; Primary Education; Surveys; White Students
IDENTIFIERS- Daily Activities; Ethnic Differences; *European Americans

Noting that there has been increasing interest in the past 20 different socioeconomic backgrounds and for children who attended several activities compared to those who did not. Participating in the research were 74 families with 4-year-old children who attended community schools, lived in 4 problematic neighborhoods in Groningen, and completed measurements 3 times between 1998 and 2000. Findings indicated that 30 percent of the families did not attend the recreational, educational, or parental activities offered. More than 30 percent attended 2 or more activities per year. The percentage of participating families hardly changed between 1998 and 2000. A clear relationship between participation rates and child behavior or parent pedagogical behavior could not be identified. Kindergarten and first-grade teacher assessment of student behavior revealed no reductions in socioemotional problems. Most children did not show severe behavioral problems, according to parent ratings, but there were increases in depression over the three times of measurement. Children from immigrant populations showed a larger decrease in social problems than did children from low socio-economic status (SES) backgrounds, and children from middle to high SES backgrounds showed an increase in social problems. (Contains 20 references and 7 tables.) (Author/KB)

ED 453 979 PS 029 589

Freedman, Judy S.
Easing the Teasing: How Parents Can Help Their Children. ERIC Digest. Korean Version .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For English version, see ED 431 555.
LANGUAGE- Korean
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Conflict Resolution; *Coping; Early Childhood Education; Emotional Response; *Interpersonal Communication; Parent Role; *Peer Relationship; *Prevention; Social Development; *Student Behavior; Young Children
IDENTIFIERS- ERIC Digests; Harassment; *Teasing

Children who are teased on a school bus, in class, or during recess often do not want to return to school. Unfortunately, teasing can occur anywhere, and it is difficult to prevent--despite the best efforts of parents, teachers, and school administrators to create a more cooperative atmosphere. This Korean-language digest discusses different types of teasing (e.g., playful versus hurtful), why children tease other children (e.g., attention, imitation, or peer acceptance), and strategies for both parents and children to help them deal with teasing (e.g., self-talk, visualization, or reframing). The digest points out that teasing can become harassment if it is repeated or prolonged, threatens or results in violence, or involves inappropriate touching or physical contact. In such cases, it may be necessary to involve administrators and parents in determining the appropriate course of action. (LPP)

ED 453 980 PS 029 590

Katz, Lilian G.
Another Look at What Young Children Should Be Learning. ERIC

issues faced by the Norteno community. This book focuses on the role of schooling for Hispanos in one school district. It is an analysis about the ambiguity of education; the losses and gains that education brings and what future it can and should serve. It deals with the politics of identity and the concept of boundaries during a time of rapid change. Nortenos are divided between those who seek change and those who resist it, and a sense of urgency in both groups leads to debates about whether or not schools should teach the local language and culture. Conflicting loyalties of religion and culture are woven into this story, as are the cornerstones of Norteno society: family, faith, land, and language. By exploring historical factors and ideologies of a particular school within a particular community, the book aims to understand the community's expectations for the school as a fitting place for its children. The choices, contingencies, and options open for students are contextualized within the intersection of their own life histories, school and community histories, and contemporary circumstances of social change. (Contains 194 references and subject and author indexes.) (SV)

ED 453 998   RC 023 019

Darnell, Frank; Hoem, Anton
Taken to Extremes: Education in the Far North.
SPONS. AGENCY- Oslo Univ. (Norway). Inst. of Educational Research.
PUB DATE- 96
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Alaska Natives; American Indian Education; Canada Natives; Colonialism; *Culturally Relevant Education; Culture Conflict; *Educational History; Eskimos; Federal Indian Relationship; Foreign Countries; Geographic Isolation; *Indigenous Populations; Native Language Instruction; Politics of Education; *Role of Education; Rural Education; *School Community Relationship; *Self Determination; Tribal Sovereignty; Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- *Arctic; Hegemony; Lapps

This book examines the history of education of indigenous peoples in circumpolar countries of the Western world and contemporary issues in schooling there. It offers perspectives on school and society in villages spread across the Arctic and Subarctic regions of Alaska, Canada, Greenland, Norway, Sweden, and Finland. More commonalities than differences are found, and regardless of the region, four historical periods of educational development are identified: (1) introduction of missionary and government schools soon after Western contact, which emulated the values of the majority society of that day, and Native passivity towards their establishment; (2) appearance of dissatisfaction with the education system among a few Native groups; (3) assertive Native rejection of inappropriate school systems, supported by newly established Native political organizations and academicians and polarized around the goals of either cultural replacement or cultural continuity; and (4) attainment of various political provisions that accommodate Native self-determination. Common contemporary issues include the organizational structure of schools, the location of school governance, culturally relevant curriculum, language of instruction, teacher preparation and development, and student achievement. The book contends that the lessons

Hidden Identity.
PUB DATE- 00
NOTE- 18p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (National Association of Native American Studies Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *American Indians; *Early Experience; Ethnicity; Family Relationship; Personal Narratives; Racial Bias; Racial Relations; *Self Concept; Student Alienation; Student Experience; *Transracial Adoption
IDENTIFIERS- Indian Child Welfare Act 1978

In 1978, federal legislation was passed to protect tribally enrolled or potentially enrollable American Indian children and prevent the breakup of Indian families. Prior to the passage of the Indian Child Welfare Act, it was estimated that one-quarter to one-third of all Indian children were being removed from their families. In this paper, an Indian woman, Anne Thunder Hawk, recounts her experiences growing up with her adoptive White family and a Black caretaker in Alabama and how she came to terms with her feelings of alienation, loss, and abandonment. She attended a public school, where she was the only Native person and where she was physically punished for challenging the history that was taught. There were also few Black students and no Black teachers in the school system, but being raised by an African American caretaker helped to sensitize Thunder Hawk to racial injustices at an early age. Experience with racial bias also extended to church, where Thunder Hawk was the only person of color and was accepted only because of her adoption. When Thunder Hawk was a teenager, a local Cherokee man took her to cultural events, supported her efforts in school, and encouraged her to look at her identity. Her search for identity has taken her to several reservation communities and is ongoing. She has scripted a documentary video on interracial adoption and is working on a book. (SV)

ED 454 016 RC 023 037

Arbelaez, Maria S.
Good Friday in Omaha, Nebraska: A Mexican Celebration.
PUB DATE- 00
NOTE- 29p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Culture Section) (Houston, TX, February 21-26, 2000). This paper is part of a broader research project on the Mexican-American Community in Omaha, Nebraska.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Centers; Community Programs; Cultural Activities; *Cultural Maintenance; Dramatics; *Hispanic American Culture; Immigrants; *Mexican Americans; Nonformal Education; Religious Education; *Religious Holidays; *Youth Programs
IDENTIFIERS- *Ceremonies; *Nebraska (Omaha)

As the Mexican American community multiplies and strengthens its position across the United States, its civic and religious been determined. Those who undertake the largest conceptual change have the most positive relation to knowledge. (Author)

ED 454 035 SE 064 736

Jones, H. E. Melville; Haynes, B. T.
Teaching Thinking Skills: Mapping the Arguments for Curriculum Choices Revisited.
PUB DATE- 99
NOTE- 7p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Mathematics Education; Teaching Methods; *Thinking Skills

This paper explores the teaching of thinking through description and analysis of the infusion approach as exemplified in the work of Robert Swartz, David Perkins, and Sandra Parks. After consideration of a substantive contentious issue raised by the analysis, the logic of curriculum decision-making in relation to the choice of ways of teaching thinking is considered. A way of discussing the exemplar is explored along with a view to the possibility of applying the same approach to discussing two other ways of teaching thinking skills: critical thinking and critical thinking within the subject disciplines (the framework approach). Analysis reveals a substantive contentious issue that may help shed light on the issues to be considered in establishing the logic of curriculum decision making. What remains to be seen is whether this connection is informative in relation to mapping the arguments for curriculum choices, and whether a similar approach can be used in considering other ways of teaching thinking skills. (ASK)

ED 454 036 SE 064 737

Lucas, Keith B.
When Mr. Jones Took Grade 5 to the "Sciencentre."
PUB DATE- 99
NOTE- 15p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Field Trips; Foreign Countries; Grade 5; Intermediate Grades; Science Activities; Science Instruction; Teaching Methods

This paper reports on a visit to an interactive science center by a class of 10-year-old children planned and implemented by a teacher identified as exemplary by the science center staff. The visit was planned to be an integral part of the science program for the term, extending the range and type of science activities which were a feature of the school science program. A key objective of the visit for the teacher was that the children should learn something they did not know previously and have fun doing so. Data sources included observations of

NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Ethnic Relations; *Gender Issues; Higher Education; *Race; Science Education

This document is a compilation of viewpoints on gender, race, and ethnic perspectives from scholars in the field as related to science education. Papers include: (1) "Where Feminist Research and Science Education Meet" (D. Baker and K. Scantlebury); (2) "Gender Equity is Still an Issue: Refocusing the Research" (C. Mason); (3) "Developmental Psychology, Epistemology, and Gender Issues" (B. Ranks and P. Miller); (4) "Brave New World: Gender Equity, Science Education and The New Environmental Paradigm" (M. MacDonald); (5) "The Interaction of Gender with Ethnicity: A Way beyond Color in the Classroom" (D. Pickard); (6) "Learning Styles of African American Children and Problems Faced by African American Females" (C. Melear); (7) "Gender and Ethnicity Factors in Student Achievement in a Coordinated Thematic Science Course" (V. Heard and C. Cantu-Mireles); (8) "Developing a Science Curriculum that Addresses the Learning Preferences of Male and Female Middle Level Students" (M. Chrayer, K. Backe, and J. Powell); (9) "Science Is All Around: A Gender-Inclusive Science Teaching" (A. Raychoudhury, D. Tippins, K. Scantlebury); (10) "The Impact of Gender Differences on Secondary Science Teachers' Needs" (J. Bazler and D. Peugh); (11) "De-Gendering Assessment in Science" (L. Rennie and L. Parker); (12) "Is Item Format Important?" (D. Burkam and A. Burkam); (13) "Teachers, Family, and Friends: Who Makes the Difference?" (D. Baker); (14) "The Participation of Women in Science: The Road Less Traveled"(K. Davis); (15) "Survivors of the Pipeline: Factors Related to the Retention of a Group of Women in Academic Biology" (A. Scholer); and (16) "A Gendered Construction of Engineering in the Academic Context." (L. Petrides). (SAH)

ED 454 060 SE 064 917

Lavoie, Derrick R., Ed.
Toward a Cognitive-Science Perspective for Scientific Problem Solving. NARST Monograph, Number Six.
PUB DATE- 95
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Problem Solving; Science Education; Teaching Methods; Technology

This book attempts to review and extend current knowledge and perspectives on scientific problem solving by utilizing the framework of cognitive science. While the focus of the monograph is toward problem solving, its ultimate goal is the improvement of science teaching. Twelve chapters address problem solving in a variety of science content domains including biology, chemistry, physics, mathematics; process skills domains: hypothesizing and predicting; contexts: everyday and school settings; and educational foci: assessment, use of analogies, and applications of technology. With varying degrees of emphasis, each chapter addresses problem solving relative to research-based background, theoretical ideas and issues, practical applications for science teachers, and directions for further research. Knowledge representation, transfer, processing capacity, cognitive growth, distributed studies, language arts, and health. Lessons encourage students to utilize skills ranging from reading and writing to problem-solving and analytical thinking. This document provides hands-on lessons and activities, enrichment ideas, journal writing assignments, and other educational tools related to preventing and reducing trash. Each chapter features one or more fact sheets providing background information on each topic. In addition, each chapter includes an index showing the grade ranges, subject areas, and skills used for each activity to help teachers select the appropriate activities. Each activity lists the suggested duration, materials needed, and other helpful information for teachers. A glossary of terms and a glossary of skills can be found at the end of the guide. Covered sequentially, this resource introduces the idea of natural resources as a source for many products that become solid waste; explains the life cycle of products and the quantity and type of waste they produce; and reviews common methods of managing solid waste including recycling, composting, landfilling, incinerating, and preventing waste in the first place. Some information about hazardous waste is also included. (Contains 19 sources.) (ASK)

ED 454 083 SE 065 047

The Structures of Life.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Biomedicine; High Schools; Higher Education; *Science Activities; Science Careers; *Science Instruction; Spectroscopy

This booklet, geared toward an advanced high school or early college-level audience, explains how structural biology provides insight into health and disease and is useful in developing new medications. This publication contains a general introduction to proteins, coverage of the techniques used to determine protein structures, and a chapter on structure-based drug design. The booklet features "Student Snapshots," designed to inspire young people to consider careers in biomedical research. Review questions at the end of each chapter are also included. Chapter 1 discusses the "structures of life" and their role in the structure and function of all living things. In Chapters 2 and 3, X-ray crystallography and nuclear magnetic resonance spectroscopy tools that structural biologists use to study the detailed shapes of proteins and other biological molecules are described. Chapter 4 explains how the shape of proteins can be used to help design new medications, in this case drugs to treat AIDS and arthritis. Chapter 5 provides more examples of how structural biology teaches about all life processes, including those of humans. (ASK)

ED 454 084 SE 065 048

The Chemistry of Health.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

body.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Art Expression; Art Therapy; Behavioral Science Research; *Childrens Art; Elementary Education; *Emotional Development; Foreign Countries; *Freehand Drawing; Program Descriptions
IDENTIFIERS- *Childrens Drawings; Collaborative Research; *Portugal; Thematic Analysis

This paper reports on the introduction of an exploratory program on emotional development, "Drawing Emotions," through which instructors try to: (1) help the child learn how to deal with feelings; (2) ascertain relational difficulties; (3) apprehend their own questions which were not answered; and (4) interfere in the presence of risks and development crises. To change the conceptions of teaching and learning, the first step was a collaboration among university teachers, elementary teachers, and 8- and 9-year-old students, in which the students made some drawings about emotional subjects that revealed the "difficulty" of social and emotional processes related to daily family experiences. A qualifying analysis of those drawings was made according to the thematic contents of Marge Heegaard (1988) related to family difficulties (traumatic situation, serious disease, death of a family member, separation and divorce, etc.). The "Drawing Emotions" program was organized into 10 modules that were subdivided into large themes, and the paper details the use of those modules and themes. Three hundred drawings showed frequently the use of family models and media, in which were identifiable emotional expressions and normal attitudes in occidental societies. These common figurative drawings could be distinguished according to aspects such as sex and socio-cultural system. Contains 29 references. "Drawing Emotions" program material is attached. (BT)

ED 454 105 SO 032 119

Wallace, Kendra R.
On What Is Found There.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Ethnic Groups; *Multiracial Persons; *Racial Identification; *Research Problems; *Student Characteristics
IDENTIFIERS- *Identity Formation; Researcher Role

The expanding body of research on children and adults born to interracial/ethnic couples is in response, no doubt, to the changing demographics of the past three decades. This paper discusses the epistemological shift caused by these demographic changes. Many of the studies conducted since the 1980s on the contemporary experiences of mixed heritage people began to compromise the modernist grip over widely accepted theories of racial and ethnic identity development. At the close of the 1990s an unprecedented number of works can be seen as forming a polyvocal genre addressing the question of mixed heritage. Researchers working at the interface of culture and race are

Catholic education. The first four chapters of the book offer theoretical considerations regarding the essential elements of Catholic service learning: the theology of ministry; notable adolescent milestones; Catholic social teaching; and curriculum development. The final chapters are more practical, offering operative insight into the challenges associated with taking education beyond the classroom walls and retaining the ministerial dimensions. The book states that "service learning" refers to projects and programs that prepare teenagers and young adults for their ministry as Jesus' disciples. Following an introduction, chapters in the book are: (1) "A Theology of Mission and Ministry for the Young"; (2) "Called to the Vineyard: Service Learning for the Developing Youth"; (3) "Catholic Social Teaching and Service Learning"; (4) "Balancing Pedagogy and Ministry"; (5) "Challenges to Off-Site Learning Programs"; (6) "Meeting Challenges as Jesus Did"; and (7) "Building a Civilization of Love: Service and the Next Generation." (Contains 25 endnotes, a resource list of books and Web sites, and a 14-item bibliography.) (BT)

ED 454 126 SO 032 830

Christenson, Mary, Ed.; Johnston, Marilyn, Ed.; Norris, Jim, Ed.
Teaching Together: School/University Collaboration To Improve Social Studies Education. NCSS Bulletin 98.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Citizenship Education; Civics; *College School Cooperation; *Educational Improvement; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Professional Development; *Service Learning; *Social Problems; *Social Studies; Team Teaching
IDENTIFIERS- Collaborative Research

This bulletin, a collection of essays, provides preservice, beginning, and experienced social studies teachers with provocative ideas for and a realistic look at the challenges of developing curriculum through collaboration between elementary/secondary teachers and university professors. The book begins with an introductory essay by the editors. Under the first section, Elementary, are the following essays: (1) "Teaching Primary-Grade Students about Cultural Universals" (J. Alleman; J. Brophy; B. L. Knighton; G. M. Henig); (2) "Teaching Social Studies in an Urban Elementary School: Collaboration for Integration and Inquiry Learning" (K. C. Barton; L. A. Kreimer); (3) "Service-Learning and Community-Based Teaching and Learning: Developing Citizenship through Social Action" (S. R. Beisser; D. Schmidt); (4) "Family/School/University Collaboration To Enrich Social Studies Instruction" (B. Cozza; T. Mbugua; P. Noakes; M. Intoccia; L. Guzzi; M. L. Kelly); and (5) "Connecting Family and State Histories: A Teacher Educator and Classroom Teacher Collaborate" (A. L. McCall; T. Ristow). Essays under the second section, Middle School, are: (6) "Students Reclaim Their Community's History: Conducting Interdisciplinary Research with Technological Applications" (M. Allbrandi; C. Beal; A. V. Wilson; A. Thompson; B. Mackie; N. Sinclair; V. Owens; R. Hagevik); (7) "Global Connections Project: Collaboration among Middle Level Students and Teachers and University Teacher Education Students and Faculty" (H. Carlson; C. Holm); (8) "Developing a Service Ethic Together: A Middle School/University Partnership" (A. M. Harwood; C. Allsop; L. Herink; C. Hart); (9) "Public Achievement:

history, and culture of the following Nigerian peoples: Efik/Ibibio, Hausa, Igbo, and Yoruba. The Series aims to give the children of Africa and the African Diaspora the beginnings of a collective value system of sharing and working together in harmony and peace. (BT)

ED 454 145   SO 032 858

Asojo, Abimbola O.; Asojo, Theresa T.
The Divergent Roles of African Women in Place Making.
PUB DATE- 00
NOTE- 14p.; In: National Association of African American Studies and the National Association of Hispanic & Latino Studies: Houston Literature Monograph Series. Proceedings (Culture Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; *Females; Foreign Countries; Nonformal Education; *Sex Role; *Social Environment
IDENTIFIERS- Africa; *Africans; Historical Background

The role of women in many African societies has been formed and contained by age-old traditions that have relegated their place to the home. Where they are compelled to play second fiddle, women rarely discover their authentic identity. This paper presents the roles of women in place making in Africa. It discusses non-formal and formal education of African women and the artistic forms--expressions, symbols, and elements--that African women use to shape the environment. It discusses the evolution of the roles of African women, focusing on the effects of Ali Mazuri's triple heritage, which presents African history as composed of three principal influences: traditional, Islamic, and western. The paper concludes that today, post-colonial African women are struggling to become forces to reckon with as in pre-colonial times, and that African nations need to return to the traditional concepts of empowerment and integration of the female population. Contains a 17-item bibliography. (BT)

ED 454 146   SO 032 859

Hernon, Peter; Dugan, Robert E.; Shuler, John A.
U.S. Government on the Web: Getting the Information You Need. Second Edition.
PUB DATE- 01
NOTE- 405p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; *Federal Government; *Freedom of Information; *Information Sources; Research Tools; *World Wide Web
IDENTIFIERS- *Electronic Government; Electronic Resources; United States; *Web Sites

This guide explores new sites, digital reference services, and navigation strategies for effectively accessing and using online government information. Updated with the latest information from the new administration and the 107th Congress,

DESCRIPTORS- *Academic Achievement; *Academic Standards; Beginning Teacher Induction; *Educational Policy; Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; Preservice Teacher Education; Teacher Competencies; Teacher Recruitment; Teaching Skills
IDENTIFIERS- Teacher Knowledge

States experiencing success in raising student achievement are likely to be taking two key policy steps: identifying teaching standards that articulate what teachers should know and be able to do at different points in their careers and using those standards to develop more thoughtful certification and licensing systems, more productive teacher education and induction programs, and more effective professional development. This report examines progress toward a standards-based system of teacher development; the relationship between teacher knowledge and student achievement; and how to get knowledge to teachers through teacher development (effective systems of recruitment, preparation, induction and professional development). It concludes that student success hinges on good teaching, and states must institute a comprehensive teacher development system based on broad agreement about what teachers need to know and be able to do at different stages of their careers. Piecemeal teacher development policies, not connected by a common vision, are roadblocks to teaching and learning. A cohesive, comprehensive approach aimed at aligning policies and incentives for recruitment, certification, preparation, induction, and professional development under the same set of standards is needed. A sidebar discusses what teachers need to know and do. (SM)

ED 454 166 SP 040 033

Skovsgaard, Joern
The Folkeskole Year 2000: A National Strategy for Enhanced Learning.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Parent Participation; Politics of Education; School Administration
IDENTIFIERS- *Denmark; *Folkeskole

This paper describes the Danish program, Folkeskole year 2000, an educational change strategy that involves an agreement between the teachers' union, the Association of Municipalities, and the Ministry of Education to improve education. The Folkeskole stipulates that the municipal council has the overall responsibility for the municipal school system, while individual schools are responsible for the quality of teaching. The program focuses on eight specific areas: quality and development; challenges for individual students (teaching must be planned and organized so that it meets the needs and prerequisites of individual students); knowledge and proficiencies (students in the Danish Folkeskole must be able to read, write, and do arithmetic at high levels); teaching materials and school buildings (which must be of sufficient quality and quantity); a good start as the common basis for future learning and development; parents (parents must share in the education of their children); management (management tasks

ED 454 185 SP 040 059

Katzenmayer, Marilyn; Moller, Gayle
Awakening the Sleeping Giant: Helping Teachers Develop as Leaders. Second Edition.
PUB DATE- 01
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Career Development; Diversity (Student); Elementary Secondary Education; *Instructional Leadership; Interpersonal Competence; Leadership Training; Principals; School Culture; Teacher Empowerment; Teacher Influence; Teacher Role; Teaching Skills; Time Management
IDENTIFIERS- *Teacher Leaders; Teacher Leadership

This book presents updated research on and examples of teacher leadership, offering practical tips for educators at all levels, tools for self-assessment, and a new vision of the future. The eight chapters are: (1) "What Is Teacher Leadership?" (e.g., definition of teacher leadership, roles for teacher leaders, and who is responsible); (2) "Garnering Support for Teacher Leadership" (e.g., professional model of teaching, teacher empowerment, and democratic communities); (3) "Developing Teacher Leaders" (e.g., the past, present, and future of teacher leadership); (4) "Honoring the Uniqueness of Teacher Leaders" (e.g., professional teaching skills, stages of career development, and work perspectives); (5) "Building a Culture That Supports Teacher Leadership" (e.g., relationships, organizational structure, and actions of the principal); (6) "Influencing Others Through Teacher Leadership" (e.g., gaining influence, influencing skills, and group skills); (7) "Providing Time for Teacher Leadership" (e.g., why more time is needed, barriers to finding more time, and strategies for using time); and (8) "Anticipating the Future of Teacher Leadership" (what has to change, examples of promising teacher leadership efforts, and teacher leadership in the future). (Contains references and an index.) (SM)

ED 454 186 SP 040 060

Harry, Vickie; Brown, Lisbeth; McCullogh, John
Sharing Teacher Education Curricula Electronically.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Institutional Evaluation; *National Standards; Portfolio Assessment; Preservice Teacher Education; Student Teacher Evaluation; Student Teaching
IDENTIFIERS- Clarion University of Pennsylvania; *Electronic Portfolios; National Council for Accreditation of Teacher Educ; Web Site Design; Web Sites

Pennsylvania's Clarion University plans to implement an electronic visit for the National Council for the Accreditation of Teacher Education's (NCATE's) 2003 continuing accreditation

DESCRIPTORS- Academic Achievement; College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty Development; Inquiry; Interpersonal Communication; Partnerships in Education; Personal Narratives; Public Education; Teacher Collaboration; Teacher Evaluation; Teacher Improvement; Teacher Researchers

This collection of papers focuses on what is known and practiced in professional development. Part 1, "The Purposes of Professional Development," includes (1) "Educational Purposes and Teacher Development" (Maxine Greene); (2) "Going Public: The Imperative of Public Education in the 21st Century" (Carl D. Glickman and Derrick P. Alridge); (3) "Professional Development in Pursuit of School Reform" (Judith Warren Little); and (4) "Beyond Certainty: Taking an Inquiry Stance on Practice" (Marilyn Cochran-Smith and Susan L. Lytle). Part 2, "Contexts, Strategies, and Structures for Professional Development," includes (5) "Teacher Learning at the Intersection of School Learning and Student Outcomes" (Jacqueline Ancess); (6) "Teachers Engaged in Evidence-Based Reform: Trajectories of Teacher's Inquiry, Analysis, and Action" (Milbrey W. McLaughlin and Joel Zarrow); (7) "School-University Partnership as a Venue for Professional Development" (Lynne Miller); (8) "Professional Learning through Assessment" (Beverly Falk); (9) "Lessons from an Inquiring School: Forms of Inquiry and Conditions for Teacher Learning" (Laura Stokes); (10) "The Narrative as an Experience Text: Writing Themselves Back In" (Anna Richert Ershler); (11) "When Teachers Write: Of Networks and Learning" (Ann Lieberman and Diane Wood); (12) "Teacher Research and Professional Development: Purposeful Planning or Serendipity" (Sarah Warshauer Freedman); and (13) "Students' Work and Teachers' Learning" (Joseph P. McDonald). (SM)

ED 454 206   SP 040 081

Arani, Mohammad Reza Sarkar
Teachers Learning from Each Other in Japan through Jugyou Kenkyu.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Netherlands Institute for Curriculum Development (SLO) International Conference (Enschede, the Netherlands, November 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Cooperative Planning; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; *Teacher Collaboration; Teacher Improvement; *Teacher Researchers
IDENTIFIERS- *Collaborative Research; *Japan

Many school-based inservice teacher training programs are available to Japanese teachers, including observing classes in other schools, inviting parents to observe and provide feedback, and conducting collaborative research on the teaching-learning process (Jugyou Kenkyu). This article highlights Jugyou Kenkyu, which is based on three steps (having the staff plan for their collaborative research, implement the plan, and evaluate and reflect upon the success of the process in order to revise and improve their instruction). An example of this process from a typical elementary school in Nagoya, Japan, is presented. Through Jugyou Kenkyu, teachers have the opportunity to work together, reflect upon their teaching experiences, students, their teacher candidates, and their experienced teacher as they sought to implement a knowledge building approach. Data come from the class database, videotape recordings, and the teacher's narrative account of the year. There is particular emphasis on the teacher's experience with change and the difficulties she encountered related to: changes in teaching style (using the Knowledge Forum database in a way that fit with her previous practice while simultaneously improving it); changes in approaches to students' misconceptions (tensions between the teacher's need for students to state, confront, and move on from misconceptions and her ability to hold back or provide appropriate information at key times); and changes in writing instruction (practical concerns related to the shift from children's writing and authorship as primarily an independent activity to a model of writing through Knowledge Forum, in which authorship and ideas are shared). The teacher's concerns about the type, quality, and volume of writing done by students are examined, comparing them to previous approaches to writing instruction. Appended are images and text representing structures: Math Science Investigations (MSI), The Ontario Science Curriculum, the children's responses and the children's diagrammed structures in the database. (Contains 15 references.) (SM)

ED 454 226   SP 040 106

Gordon, Christopher; Debus, Ray
Enhancing Learning Approaches in an Undergraduate Teacher Education Program.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Educational Quality; Elementary Secondary Education; Higher Education; *Learning Strategies; Preservice Teacher Education; *Self Efficacy; Student Teachers; Teacher Effectiveness; Teaching Methods; Undergraduate Study

This study implemented contextual modifications in a preservice teacher education program to improve teaching and learning. The modifications were designed to increase students' use of deep approaches to learning and reduce their reliance on surface approaches. Because of how the teaching and learning environment was conceptualized, in accordance with Biggs' (1993) "3P model," this outcome was dependent on altering students' perception of the learning environment from one that rewarded reproduction of transmitted declarative knowledge to one that encouraged meaningful construction of integrated concepts. Students' perceptions of their competence in performing teaching tasks were expected to improve in response to improvements in quality learning. Growth in personal teaching efficacy was an expected outcome for those students who engaged more strongly in deep approaches to learning. Results indicated that modifications to the teaching methods, task requirements, and assessment processes applied to the treatment group encouraged changes in students' approaches to learning by first, reducing their use of surface approaches, and later, increasing their use of deep approaches. While both treatment and control groups exhibited equivalent growth in teaching efficacy, differences were noted in the sources of information that informed personal teaching efficacy at the

ED 454 247 TM 032 850

Linton, Thomas H.
High Stakes Testing and Special Education Students: A Five-Year Trend Analysis.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Educational Trends; Elementary Education; Ethnicity; *Racial Differences; Spanish Speaking; *Special Education; State Programs; Testing Programs
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

The purpose of this study was to analyze the effect of including special education students in the Texas Assessment of Academic Skills (TAAS) accountability subset of students. In 1999, the accountability subset was expanded to include scores for all special education students not exempted and all bilingual/limited English proficient (LEP) students tested with the Spanish TAAS at grades 3 and 4. The study compared the accountability subsets of TAAS for 1999 and 2000 with the accountability subsets for the previous 3 years to determine changes in the percentages of students taking the TAAS, the percentage of students in the accountability subsets, and the percentage of special education students receiving exemptions from the TAAS. The data show that clear trends in the percentage of students taking the TAAS and the percentage in the accountability subset are present in the 5 years from 1996 to 2000. There were slight increases in the percentage of students tested in 1996-1998 and decreases in the percentage tested from 1998 to 1999 and 1999 to 2000. The decrease in percentage of students tested in 1999 coincided with the inclusion of special education students in the TAAS accountability subset. This would seem to indicate that a larger percentage of students were being exempted from the test in 1999 and 2000. The inclusion of special education students should have caused an increase of 10 to 12% in the accountability subset in 1999, but the increase was 2 to 3% less than projected. This pattern was consistent for all ethnic and gender groups. From 1999 to 2000, the accountability subset remained constant, except for Hispanic students. The percentage of Hispanic students increased by 2.4%, primarily because of a decrease in the percent of LEP exemptions and the inclusion of Spanish TAAS results for grades 5 and 6 in the accountability subset. Black and Hispanic students were more likely to be placed in special education and were more likely to receive exemptions from the TAAS, and males were twice as likely as females to be classified as special education. The Texas Education Agency had predicted that 1999 TAAS passing rates would drop by about 5% because of the inclusion of special education students, but the predicted drop did not materialize. The paper suggests that the percentage of identified special education students dropped because school districts could no longer use the special education status as a way of exempting TAAS scores from the calculations for school ranking. At the same time, more exemptions were granted for special education students, an occurrence that would minimize the impact of including then in the accountability subset. (SLD)

ED 454 248 TM 032 851

Edman, Laird R. O.; Bart, William M.; Robey, Jennifer; Silverman,

PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Check Lists; Elementary Education; *Gifted; *Rating Scales; Student Evaluation; *Student Placement; *Talent; *Teachers

A teacher checklist was developed for student placement in a program for gifted and talented students. The District of Columbia had expanded its gifted and talented program for its intermediate grades (3, 4, and 5) to make the program a self-contained class in which children met for a full day once a week, with a thematic interdisciplinary curriculum emphasizing higher order thinking skills for each grade. As part of the program changes, a new rating scale was developed to describe the extent to which students demonstrated learning, motivational, and creativity characteristics. Seventy-one teachers responded to a survey designed to identify students for the gifted and talented program. The 20 items teachers thought would be most effective were compiled into a teacher checklist to represent one-third of the data on which the placement decision would rest. Teachers began to use the checklist with the understanding that it would be subject to further evaluation. (Contains 1 table and 11 references.) (SLD)

ED 454 267 TM 032 876

Hendrickson, Amy B.
Reliability of Scores from Tests Composed of Testlets: A Comparison of Methods.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Reliability; Scores; Standardized Tests; Tables (Data); *Test Construction; Test Items
IDENTIFIERS- *Testlets

The purpose of the study was to compare reliability estimates for a test composed of stimulus-dependent testlets as derived from item scores, testlet scores, and under the univariate generalizability theory and multivariate generalizability theory designs, as well as to determine the influence of the number of testlets and the number of items per testlet on the generalizability coefficient. For the study, random samples of 3000 examinees were drawn from the standardization data of a large standardized test. As expected, item score reliability values were largest, while reliability based on testlet scores was lowest. Generalizability coefficient estimates from the univariate and multivariate designs fell between the item and testlet reliability estimates, yet were considerably smaller (about 0.03) than the item score estimates. The multivariate analysis incorporates all items and stimulus information to obtain the most accurate reliability estimate. Four appendixes contain MGENOVA code for some item results. (Contains 10 tables presented for better implementation in the next school year. (SLD)

ED 454 288 TM 033 032

Annual Progress Report on Students Who Drop Out, 1999-2000.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Dropout Rate; Dropouts; *High School Students; High Schools; *Racial Differences; Sex Differences; Tables (Data)
IDENTIFIERS- *Wake County Public School System NC

This report provides information on the high school dropout rate and the number of students who drop out of the Wake County Public School System (WCPSS), North Carolina. The high school dropout rate during 1999-2000 in the WCPSS was 4.1% (2.7% for grades 7 through 12), the lowest since the start of annual reporting by the WCPSS. The WCPSS dropout rate has declined steadily from 1994 to 2000, a decline interrupted in the 1998-1999 school year, the year that students going directly to junior or community college general equivalency diploma (GED) programs began to be included as dropouts. The decrease in dropouts in the Wake County schools corresponded to a decrease across the state. The sharpest decline was for African American students, a drop from 5.4% to 4.4%. Since 1994-1995, the dropout rate for African American students has fallen nearly three full percentage points, and a decline in dropout rate was evident for all minority groups. Each year since 1991-1992, the largest proportion of dropouts had been in the ninth grade. Nearly 40% of all dropouts (1,098 students in 1999-2000) are ninth grade students. The 438 dropouts from the ninth grade represented 5.2% of the WCPSS ninth grade population. Data suggest that the dropout pattern among ninth graders may be more persistent and harder to change than that of other grades. Of the ninth grade dropouts, 66% were age 16 or older, and the most common reason students are older than their grade level is retention in a prior grade. Poor attendance was cited as the reason for 72% of all dropouts, but poor attendance is likely to be a symptom of more specific issues as well as the reason given in cases in which school officials do not know why the student dropped out. Academic problems were reported as the reason for 7% of the dropouts, down six percentage points from the previous year. Attachments include an overall high school dropout summary and summaries for the system's individual high schools. (Contains 10 figures.) (SLD)

ED 454 289 TM 033 033

Tyler, Doris
The North Carolina Competency Test Results. Measuring Up. E&R Report.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Graduation Requirements; *High School Students; High Schools; *Mathematics; *Reading
IDENTIFIERS- North Carolina; *North Carolina Competency Tests;

educational achievement. Because research finds that increasing funding for such programs will not produce better results, structural reform may be needed to improve American schools. The paper recommends that Congress adopt a results-oriented approach rather than funding every program that is proposed, noting that rather than reauthorizing old programs, House and Senate conferees should incorporate flexibility in the education spending bill to enable reform-minded state leaders to administer program funds as they see best to raise achievement. In exchange for this flexibility, states should be required to sign performance agreements with the U.S. Department of Education. States could employ research-based methods to raise academic achievement for all students. House and Senate conferees should consider the President's proposal to establish charter states and school choice initiatives. Research indicates that: school choice raises achievement regardless of socioeconomic background; increased competition resulting from choice spurs traditional public schools to reform to improve achievement; and with school choice, public schools gain additional funds to spend on their own students. (SM)

ED 454 308   UD 034 228

Levin, Henry M., Ed.
Privatizing Education: Can the Marketplace Deliver Choice, Efficiency, Equity, and Social Cohesion?
SPONS. AGENCY- Ford Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 373p.; This work was also supported by the Achelis and Bodman Foundations.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Charter Schools; Developed Nations; Developing Nations; Educational Change; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; Government School Relationship; Higher Education; Low Income Groups; Mass Media; Parent Participation; Parents; Preschool Education; *Private Schools; *Privatization; Program Evaluation; School Choice; Tax Credits; Teachers
IDENTIFIERS- Chile; Colombia; England; Netherlands; Wales

This collection of essays examines efforts by groups and lobbyists to move education from the public to the private sector. There are 14 papers in 7 sections: The first section, "Introduction," includes: (1) "Studying Privatization in Education" (Henry M. Levin) and (2) "Educational Vouchers and the Media" (Lee D. Mitgang and Christopher V. Connell). The second section, "Implementation Issues," includes: (3) "The Legal Status of Privatization and Vouchers in Education" (Frank R. Kemerer) and (4) "Information and Choice in Educational Privatization" (Mark Schneider). The third section, "Preschools and Higher Education," includes: (5) "Preschools and Privatization" (Ellen Magenheim) and (6) "Privatization in Higher Education" (Arthur Levine). The fourth section, "International Dimensions," includes: (7) "Privatization through Vouchers in Developing Countries: The Cases of Chile and Columbia" (Martin Carnoy and Patrick J. McEwan) and (8) "Privatization in Industrialized Countries" (Geoffrey Walford). The fifth section, "Charter Schools," includes: (9) "Assessing the Growth and Potential of Charter Schools" (Pearl Rock Kane and Christopher J. Lauricella) and (10) "Privatization and Charter School Reform: Economic, Political, and Social waivers between 1986-94 in Pennsylvania. The impact of Pennsylvania's 1996 exclusion statute was negligible, though it increased the processing time for cases eventually handled within the juvenile system and placed an additional burden on local jails and the criminal courts. (Contains 27 references.) (SM)

ED 454 327 UD 034 247

Laosa, Luis M.
The New Segregation.
PUB DATE- 01
NOTE- 14p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Court Litigation; Educational Policy; Elementary Secondary Education; Equal Education; Ethnicity; *Hispanic Americans; Immigrants; Limited English Speaking; Neighborhoods; *Puerto Ricans; Racial Discrimination; *Racial Segregation; *School Desegregation; *School Segregation; School Size; Socioeconomic Influences
IDENTIFIERS- Brown v Board of Education; New Jersey; Plessy v Ferguson

This issue reviews national demographic trends in school segregation, summarizing research findings. Though the national debate on school segregation emphasizes blacks and whites, present-day school segregation includes segregation by socioeconomic level, ethnicity, and native language. The research study examined features of the ecology of schools, describing elementary schools attended by children who migrated from Puerto Rico to New Jersey with a focus on racial/ethnic composition, linguistic composition, socioeconomic characteristics, neighborhood type, school size and crowdedness, and interrelationships among these characteristics. Results found that school segregation by race/ethnicity and language closely related to segregation by poverty and parental education. Segregation was associated with crowded schools. A second article addresses policies and judicial trends regarding school desegregation, highlighting the segregation of Hispanic students. It examines the 1896 U.S. Supreme Court ruling in Plessy v. Ferguson which affirmed a vision of a rigidly segregated society, and the 1954 U.S. Supreme Court landmark decision in Brown v. Board of Education, which said that separate but equal facilities had no place in public education. Finally, it discusses segregation of Hispanics (questions for the courts), recent efforts against mandatory school desegregation, and the need for public awareness, policies, and leadership. (SM)

ED 454 328 UD 034 248

Mandel, David R.
Transforming Underperforming Schools: A Strategy for Tennessee.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 00
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; School Effectiveness; State Government; Teacher Competencies;

Wolff, Jessica
Setting the Standard for a Sound Basic Education. In Evidence: Policy Reports from the CFE Trial, Volume 1.
PUB DATE- 00
NOTE- 29p.; For the "Trial Court's Decision" on the lawsuit, see UD 034 277.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Access to Education; Accountability; Basic Skills; Court Litigation; *Educational Quality; Elementary Secondary Education; Equal Education; Public Education; State Courts; *State Standards; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report examines the role of the standards-based reform movement in the establishment of a constitutional standard for education in New York City. Data come from testimony and research evidence collected for a recent lawsuit filed by the Campaign for Fiscal Equity, Inc., on behalf of New York City public schoolchildren. The lawsuit charges that New York State has underfunded the New York City public schools, and as a result, denied city students their constitutional right to a sound basic education. After an introduction to the trial and the issue, the report focuses on identifying the purposes of public education; defining the term "sound basic education"; determining the level of skills required (New York State argued that an 8th grade education was sufficient, while the Campaign for Fiscal Equity argued for a higher standard); making needed skills concrete through standards; developing the new Board of Regents learning standards; and providing essential tools and conditions for students to meet standards: appropriate class sizes, sufficient numbers of qualified teachers and administrators, adequate and accessible facilities, support services as necessary to provide students the opportunity to meet state educational standards, support for parent participation, and a safe, orderly environment. (SM)

ED 454 348 UD 034 276

Reforming New York State's Flawed School Finance System. In Evidence: Policy Reports from the CFE Trial, Volume 2.
PUB DATE- 00
NOTE- 36p.; For the "Trial Court's Decision" on the lawsuit, see UD 034 277.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Court Litigation; Educational Change; *Educational Finance; *Educational Quality; Elementary Secondary Education; Equal Education; *Financial Support; Public Education; State Courts; *State Government; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report exposes inadequacies in New York's education finance system, summarizing testimony and research collected for a lawsuit filed by the Campaign for Fiscal Equity, Inc., on behalf of New York City students. The lawsuit charges that the state has underfunded the City's public schools, thus denying City students a sound basic education. The lawsuit is also the first case to thoroughly analyze the history of standards-based school reform and its important relationship to constitutional equity and adequacy litigation on behalf of children everywhere. The flawed structure and operation of the state's

Mission; Program Evaluation; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Mount San Antonio College CA

These Research Briefs examine Mt. San Antonio College District's (MSAC's) (California) enrollment trends. Over the last few years, the district has drawn a large number of students from surrounding areas; however, there are concerns as to whether this fact will remain the same as new forms of educational techniques such as distance education and satellite facilities arise. The number of outside district students enrolled at MSAC has not changed significantly from fall 1997 to fall 1999. If the current enrollment trend continues, the concern for loss of students from outside districts may be unwarranted. The briefs also discuss student ethnicity for fall 1999. Breakdowns of ethnicity are provided (25% white, 40% Hispanic, 6% Filipino, 6% African American, 19% Asian/Pacific Islander, and 0.7% American Indian/Alaskan Natives). Whites, African Americans, and American Indians/Alaskan Natives also have higher percentages of women within their groups. MSAC's student's ethnicity shows great diversity and growth. Finally, the briefs describe MSAC's Center for Student Success (CSS), stating that the purpose of the center is to identify, promote, and share exemplary practices occurring across the state, and to provide students with the tools they need for greater success within the community college. Structure of the center itself, and research and work groups are discussed, along with objectives for the first year of implementation. (CJW)

ED 453 887   JC 010 454

Harter, James L.; Szurminski, Marlene
PASS Program (Project Assuring Student Success) at Mercy College of Northwest Ohio: An Unpublished Paper.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Community Colleges; *High Risk Students; *Program Implementation; *School Holding Power; Student Development; Two Year Colleges
IDENTIFIERS- *Mercy College of Northwest Ohio; *Ohio

Community colleges have many concerns over attrition and retention rates. Studies show that 50% of freshmen drop out before completion of a degree or certificate, and nearly half of all attending students are 25 years or older yet lack basic math, reading, and writing skills. Students experiencing learning difficulties, and older students such as single moms have an especially hard time making a transition into higher education, but they are still a growing population in the educational arena. Mercy College (Ohio) has experienced many of the same statistics within its institution and decided to implement the PASS (Project Assuring Student Success) program to address the declining retention rates. Objectives of PASS are to provide academic and other support services for students, develop a comprehensive retention model that addresses the needs of a diverse student population, and disseminate results of the program to other institutions who might benefit from its implications. All entering students must attend an orientation meeting and enroll in a student success strategies course. Mentoring, mid-term progress reports, and academic advising are some of the many aspects of the PASS

Society for Research in Child Development Newsletter. 1999.
PUB DATE- 99
NOTE- 50p.; Published three times a year. For 1998 issues, see ED 427 849.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Children; Context Effect; *Developmental Psychology; Ethics; Financial Support; Information Dissemination; Newsletters; Organizations (Groups); *Professional Development; *Public Policy
IDENTIFIERS- *Society for Research in Child Development

This document consists of the three 1999 issues of a newsletter disseminating information on the Society for Research in Child Development and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The Winter 1999 issue contains the following articles: (1) "Program Committee Plans for the 1999 Biennial Meeting"; (2) "Previews of Biennial Meeting Events"; (3) "Developmental Psychology in Its Social and Cultural Context"; (4) "Report from Washington"; and (5) "Giving Child Development Knowledge Away." The Spring 1999 issue contains the following articles: (1) "Message from the President...Professor Sir Michael Rutter"; (2) "News from the Executive Branch Policy Fellows"; (3) "Changes in Maternal and Child Health Bureau Research Program. Report from Washington."; and (4) "Preparing Successful Proposals for Institutional Review Boards: Challenges and Prospects for Developmental Scientists. Ethical Issues Related to Developmental Research and Its Applications." The Fall 1999 issue contains the following articles: (1) "Commentary for the Behavioral Science Working Group of NIMH"; and (2) "Mentoring for the Millennium." (KB)

ED 453 907 PS 029 348

Flanigan, Christine
What's behind the Good News: The Decline in Teen Pregnancy Rates during the 1990s.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 61p.; Also funded by the Summit and Turner Foundations.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Birth Rate; Births to Single Women; Contraception; *Early Parenthood; *Influences; Pregnancy; Pregnant Students; Sexuality; *Trend Analysis; Youth Problems

Noting that rates of teen pregnancies and births have declined over the past decade, this analysis examined how much of the progress is due to fewer teens having sex and how much to lower rates of pregnancy among sexually active teens. The analysis drew on data from the federal government's National Survey of Family Growth (NSFG), a large, periodic survey of women ages 15-44 on issues related to childbearing. With regard to the decline in teen pregnancy rates between 1990 and 1995, the analysis found that the proportion attributable to less sexual experience among teens ranges from approximately 40 to 60 who received BPb tests and the number of children identified with elevated BPb, by ZIP code, were collected from state or local health departments. The number of children younger than 6 years of age living in each ZIP code was extracted from the 1990 U.S. census. The study calculated the city-wide mean percent of children with elevated BPb levels for each city and compared these to the percent of children with elevated BPb levels, by ZIP code, within the same city. Findings indicated that 19.5 percent of the children tested in the 7 cities had elevated BPb levels. In each city, most of the children with elevated levels were concentrated in relatively few ZIP codes. In six of the cities, 50 percent of the children lived in fewer than 25 percent of the ZIP codes. Rates of elevated levels at the ZIP code level ranged from below the national average to more than 10 times higher. (Contains 13 references.) (EV)

ED 453 926 PS 029 489

Heaven, Catherine P.; McCluskey-Fawcett, Kathleen
Intergenerational Attitudes toward Maternal Employment.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; College Students; *Day Care; Day Care Effects; Dual Career Family; Early Childhood Education; *Employed Parents; Employed Women; Family Work Relationship; *Mothers; *Parent Attitudes; Sex Bias; Sex Differences; *Student Attitudes; Young Adults

Intergenerational attitudes toward child care were examined among college-age students and their parents through the use of questionnaires, the Beliefs About the Consequences of Maternal Employment Scale (BACMEC), and the Bias in Attitudes toward Women Scale (BIAS). Findings indicated that traditional attitudes were more prevalent in males of both generations, while employed mothers scored the lowest on the BIAS. Male and female students reported more perceived benefits than their parents to maternal employment and child care, while beliefs about the costs of child care did not differ significantly along gender or generational lines. Living in a household with maternal employment and child care affected students and mothers, with only fathers showing nonsignificant differences on scores on the BACMEC Benefits and Costs subscales. (Author/EV)

ED 453 927 PS 029 490

Chan, Tak Cheung; Martin, Karen
HOT Program: A Success Story of Community Support for Education.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Georgia Assistant Principals (18th, Atlanta, GA, February 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Community Support; Elementary Education; *Parent Participation; *Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; School Aides;

for parents depends on excessively individualistic reasoning. It is noted that campaigns for higher wages for early education and care workers can point out that most counter arguments come from distorted understanding of the nature of work and care, and can seek to correct these by appropriately valuing care, children, and early education and care skills. (KB)

ED 453 945 PS 029 528

Einarsdottir, Johanna
Principles Underlying the Work of Icelandic Preschool Teachers.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Cultural Influences; *Educational Philosophy; Foreign Countries; Preschool Education; *Preschool Teachers; Qualitative Research; *Teacher Attitudes
IDENTIFIERS- Iceland

This study examined the teaching methods of two Icelandic preschool teachers, their beliefs about early childhood curriculum, and the goals of their programs, emphasizing the connection between the context of the preschool teachers and their pedagogical work. Participating in the qualitative study were two preschool teachers from the city of Reykjavik: Helga, with 25 years of teaching experience, and Kristin, with 6 years of teaching experience. Data were gathered through observations in various locations, nine semi-structured interviews, and examination of artifacts such as letters to parents, guidelines, and planning sheets. The findings showed that the two preschool teachers' methods, goals, and beliefs had similar main assumptions, with pedagogical work characterized by informal teaching, play, and child- initiated activities. The two teachers found it difficult to explain reasons for their practices and to articulate their beliefs about pedagogical issues. Teachers' beliefs regarding goals, what children should learn in preschool, how children learn and develop, the role of play and outdoor play, the teacher's role, and teaching were compared and contrasted. Differences in the teachers' beliefs were found to be consistent with differences in their practice. Findings were examined in relation to the national curriculum and the cultural context. A cultural tension was found between traditional Scandinavian and Icelandic preschool traditions and more current trends in early childhood education mainly coming from the United States. The results suggest that the cultural context is influential in molding the attitudes and beliefs of preschool teachers and thus influencing the nature of the early childhood program. (Contains 53 references.) (KB)

ED 453 946 PS 029 529

Einarsdottir, Johanna
Tradition and Trends: Two Icelandic Preschool Teachers' Practices, Goals, and Beliefs about Early Childhood Education.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

years in the contributions of children's everyday experiences to their intellectual growth, this study examined the contribution of everyday experience during middle childhood to the cognitive skill of planning. The major focus of the study was to identify whether children have opportunities to develop and practice planning skills in their everyday experience, describe how parents are involved, and compare practices across European American and Hispanic communities. Participating in the 3-year longitudinal study were 118 mothers (83 European American and 35 English-speaking Latino American) and their children (61 girls, 57 boys), beginning when the children were 7 or 8 years old. The Daily Activities Survey was given to mothers and children separately at all three waves of data collection. Findings indicated that 85 percent of children went home after school, and 12 percent went to day care. Children regularly participated in 2.98 organized activities and 8.48 informal activities. Findings indicated that children's opportunities to decide on their after-school activities changed over middle childhood. Much of children's experience deciding future behaviors occurred for informal activities, and this experience increased over middle childhood. Hispanic parents were more likely than European American parents to decide on their children's informal activities on their own. Girls had more opportunity to decide on informal activities on their own than boys did during these years. Gender-related patterns differed in European American and Hispanic families. Parents of European American boys or Hispanic girls and their children were more likely to share decision making regarding informal activities than the other dyads. Parents and children tended to share in the decision making for organized activities, and there was little change in this pattern over middle childhood. (Eight tables detail findings. Contains 12 references.) (KB)

ED 453 963   PS 029 547

Worobey, John; Worobey, Harriet S.; Johnson, Elizabeth; Hamm, Michael
Effects of Nutrient Intake on Task Performance in a Sample of Inner City Elementary School Children.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001). Supported in part by a grant from the Food Stamp-Nutrition Education Program of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; *Elementary School Students; Grade 2; Grade 3; *Hunger; *Low Income; Nutrition; Performance Factors; Primary Education; Student Evaluation
IDENTIFIERS- Food Stamp Program

Many low-income families are dependent on monthly allotments of Food Stamps for purchasing their groceries. To test the proposition that children in such families may eat more poorly as the end of the month nears, and thereby perform worse in school, 54 children attending 2nd and 3rd grades in an urban school were seen on 2 occasions. Diet records were kept for a day, and the children were subsequently tested with a battery of attention tasks. Results showed that children ate more poorly at the end of the month relative to the beginning, and that their performance on the tasks also appeared to be negatively affected. These results suggest that Food Stamp

Digest. Korean Version .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For English version, see ED 430 735.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Early Childhood Education; Experiential Learning; Learning Activities; Learning Strategies; *Preschool Curriculum; Small Group Instruction; Student Projects; *Teaching Methods; Young Children
IDENTIFIERS- Academic Pressure; ERIC Digests; Project Approach (Katz and Chard)

This Korean-language digest addresses the question of what young children should be learning that will best serve their development and learning in the long term. Two major dimensions of development--normative and dynamic--are explored, and four categories of learning goals are discussed: (1) knowledge; (2) skills; (3) dispositions; and (4) feelings. The view that children learn most effectively when they are engaged in interaction rather than in receptive or passive activities is presented. The digest also discusses the risks of early academic instruction and the need for a variety of teaching methods and informal learning environments. An intellectually oriented approach in which children work together in small groups to explore their environment is recommended. (LPP)

ED 453 981 PS 029 591

Mizelle, Nancy B.
Helping Middle School Students Make the Transition into High School. ERIC Digest. Korean Version .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For English version, see ED 432 411.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- High Schools; *Middle School Students; *Middle Schools; *Parent Participation; *Student Adjustment; Student Attitudes; *Transitional Programs
IDENTIFIERS- ERIC Digests; Transitional Activities

Young adolescents entering high school look forward to having more choices and making new and more friends; however, they also are concerned about being picked on and teased by older students, having harder work, making lower grades, and getting lost in a larger, unfamiliar school. For middle school students, including those who have been labeled "gifted" or "high-achieving," the transition into high school can be an unpleasant experience. This Korean-Language digest discusses how educators can ease students' transition into high school by providing challenging and supportive middle school environments and by providing well-designed transition programs. These programs should include activities that provide information to students and parents, activities that provide social support, and activities that bring middle and high school educators learned in the Far North have relevance for minority populations in all multicultural societies. Their conclusions relate to the school as a social system, relative size and power in the school-community relationship, dimensions of integration, community-level phenomena, balance between systems, schooling as a socialization process, the macro and micro phenomena of school, and education as cultural process and identity formation. (Contains 133 references and an index.) (TD)

ED 453 999 RC 023 020

Henderson, Allison; Daft, Julie; Fong, Pauline
State Title I Migrant Participation Information, 1997-98.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 177p.; For 1996-97 data, see ED 430 753.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Federal Aid; Federal Programs; Hispanic American Students; *Migrant Education; Migrant Health Services; *Personnel; Preschool Education; Profiles; *State Programs; Summer Programs; Supplementary Education; Tables (Data)
IDENTIFIERS- *Migrant Education Program

The Migrant Education Program (MEP) is a federal formula grant to states for educational services to migrant children, ages 3-21, who made an eligible move in the past 3 years. States use MEP funds to address effects of continual educational disruption by providing instructional or supporting services. This report summarizes participation information provided by state education agencies for 1997-98 and presents individual state profiles. In 1997-98, the number of eligible children increased 2 percent, based on the 12-month count, and states actually served 621,464 students (unduplicated count), up 7 percent. California, Florida, and Texas together served half of participants, 85 percent of whom were Hispanic. Regular-term participation increased 11 percent, with 43 percent of participants in grades 1-6. Among instructional services, the largest percentage of participants received reading services (23 percent), followed by mathematics (19 percent). Among supporting services, nearly half of students received social work or outreach services, and 20 percent received guidance and counseling services. Staff increased 3 percent to 7,871 full-time-equivalent units. Similar data are provided for the summer term. For each state, two pages of tables and figures present child counts, participants by race/ethnicity and grade span, percentage of migrant students receiving each service, staffing information, projects by term type, and information on extended-time and schoolwide projects. Appendices list states not providing MEP services and include the reporting form. (Contains 31 data tables and 9 figures in addition to those in state profiles.) (SV)

ED 454 000 RC 023 021

Tribal-State Partnerships: Cooperating To Improve Indian Education.
PUB DATE- 00
NOTE- 171p.; Also prepared by the Rosebud Sioux Tribe; Mandan, Hidatsa, and Arikara Nation; Jicarilla Apache Tribe;

celebrations expand in number and visibility. Through periodic observances, unequivocally Mexican cultural traditions have materialized in the secular and spiritual domains of American public spaces. This paper examines the commemoration of Holy Week in Omaha, Nebraska. Mexicans celebrate Holy Week, one of the most important events in the Catholic liturgy, in remarkable public spectacles. The reenactment of Christ's crucifixion galvanizes religious beliefs, emotions, and community solidarity through the participation of families, friends, religious associations, and community organizations. In Omaha, Guadalupe parish was established in 1919 and is the hub of a rapidly growing Hispanic population. As a community center, the parish provides extensive legal, educational, health, and counseling services. Since 1993, the Hispanic community of South Omaha has staged the religious drama of the Stations of the Cross on Good Friday. A devoted parishioner who oversees the Guadalupe youth center and choir selects the actors from the youth group. For 40 days, the participants meet twice a week for religious studies and rehearsals. The aim is to keep Mexican traditions alive by instilling in children and young adults appreciation for the culture and devotion to its rituals. (Contains 18 references.) (SV)

ED 454 017 RC 023 038

Elissondo, Guillermina
A Real Challenge: Teaching Latino Culture to White Students.
PUB DATE- 00
NOTE- 21p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies 2000 Literature Monograph Series. Proceedings (Culture Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colonialism; *Consciousness Raising; *Cultural Images; Higher Education; Ideology; Indigenous Populations; Mass Media Effects; *Multicultural Education; Personal Narratives; Popular Culture; Student Reaction; *Teaching Experience; Undergraduate Students; *White Students
IDENTIFIERS- Critical Pedagogy; Deconstruction; *Hegemony; *Latin American Studies

Cultural studies courses offered to undergraduate students of foreign languages tend to rely on canonical works that avoid sociopolitical perspectives and present the culture of the "Other" within the dominant world view. There is an urgent need to move from these traditional curricula to more engaging programs that capture the challenging postmodern articulations between language, culture, and social narratives. However, some initial student resistance to the change is to be expected. The author reflects on the experience of teaching one class of Latin American cultural studies to a group of White, middle-class undergraduates who were upper-level Spanish majors. A cultural literacy pedagogy was used to stimulate a critical reflection on the crossing of cultures. As background to a discussion of U.S. interference in Chilean politics in the 1970s, students examined and interpreted Disney cartoons published in Chile at that time. The cartoons focused on initial encounters between Indigenous people and foreigners in a Third World scenario, characters' willingness to abandon idealism in exchange for pleasure or material goods, or the role of fun in education. Many students refused to see the pre- and post-visit lessons, video and audio recordings of the teacher interacting with students during the visit, brief interviews with selected students immediately after they had interacted with exhibits in the science center, and semi-structured interviews with six selected students and the teacher before and after the visit. The teacher's objective for the visit was understood by many of the students but the instruction to take special note of a small number of specific exhibits linked to the current school science program was largely forgotten by the students during the visit. Contains 29 references and 1 figure. (Author/SAH)

ED 454 037   SE 064 738

Forster, Patricia; Taylor, Peter
Learning Mathematics through Conversation and Utilizing Technology.
PUB DATE- 99
NOTE- 6p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Discourse Modes; *Discussion (Teaching Technique); Educational Technology; Foreign Countries; Grade 11; *Graphing Calculators; High Schools; *Mathematics Instruction

This paper discusses how students' participation in conversation and classroom activities potentially evidences and constitutes their cognition. Participation is viewed in terms of reflective discourse, a construct from the literature, and is described in the context of two Year 11 students together designing a simple aplet for their graphics calculators, then discussing its operation. Reflective discourse is characterized by shifts in conversation so that concepts which are discussed initially as resulting from mathematical operations (calculations) become referred to, in turn, as objects that are operated on, to solve problems or for developing other concepts. The aplet was for calculating the magnitude of vectors given in component form. Interaction with each other, which centered on the technology, was seen to be instrumental to the students moving from understanding magnitude in its component definition, to later using magnitude to solve vector problems in an insightful way. Using reflective discourse as a framework for analysis suggested it is a valuable theoretical viewpoint for describing how learning might occur. (Contains 33 references and 10 figures.) (Author/ASK)

ED 454 038   SE 064 763

Heirdsfield, Ann
Mental Computation: Is It More Than Mental Architecture?
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; *Arithmetic; Foreign Countries; Grade 3;

cognition, and context are topics that continue to remain challenging for problem solving researchers. With many of the chapters describing applications of computers, it is clear that technology will play an increasing role relative to the teaching, learning, evaluation, and research of scientific problem solving. Individual chapters contain references. (SAH)

ED 454 061 SE 064 918

Nair, Chenicheri Sid.; Fisher, Darrell L.
Classroom Environments and Students' Attitudes to Science at the Senior Secondary and Tertiary Levels.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; Higher Education; Learning; Science Education; *Student Attitudes
IDENTIFIERS- Australia; Canada

The purpose of this study was to modify and validate a new form of the Colleges and Universities Classroom Environment Inventory (CUCEI), and to then use it to compare students' actual and preferred perceptions of their classroom learning environments at the senior and tertiary levels of education. The study also examined the attitudes of 504 students towards their science courses. The reliabilities of the modified CUCEI scales were satisfactory. Sizeable relationships were found between students' perceptions of their learning environment and attitudinal outcomes. When the two levels were compared, students at the tertiary level ad a less favorable perception of the learning environment. However, when attitudes were compared students at the tertiary level preferred a more positive attitude in terms of the satisfaction with courses they were taking and the level of difficulty. There was no difference in their attitude to speed delivery of science courses. (Author)

ED 454 062 SE 064 920

Bybee, Rodger; Goodrum, Denis
Teaching Science as Inquiry.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Inquiry; *National Standards; *Science Activities; Science Instruction; *Teacher Education; Workshops
IDENTIFIERS- *National Science Education Standards

A workshop to introduce teachers to scientific inquiry as described in the "National Science Education Standards" is designed. Participants were involved in brief case studies and activities, treated to an explanation of "Science as Inquiry," and recommendations for professional development were made. Workshop participants were presented with an overview and an

(052)
DESCRIPTORS- *Biochemistry; *Chemistry; High Schools; Higher Education; *Science Activities; Science Careers; *Science Instruction

This booklet, geared toward an advanced high school or early college-level audience, describes how basic chemistry and biochemistry research can spur a better understanding of human health. It reveals how networks of chemical reactions keep our bodies running smoothly. Some of the tools and technologies used to explore these reactions are described, and the research of a number of chemists is highlighted. Questions at the end of each chapter are also included. Chapter 1, "Actions and Reactions," aims to convey the essential and wondrous notion that the chemistry inside a body never stops. Chapter 2, "Harnessing Biology's Magic," explores how biotechnology offers rich potential toward bettering human health. Chapter 3, "Sugars and Fats: Are We What We Eat?" describes how carbohydrates and lipids provide much of the structural scaffolding for cells, organs, and tissues. Chapter 4, "A Chemist's Toolbox," offers a glimpse into the technological wonder propelling the chemistry of today and tomorrow. Chapter 5, "The Healing Power of Chemistry," visits some unusual places that may yield future medicines. (ASK)

ED 454 085 SE 065 055

Colella, Vanessa Stevens; Klopfer, Eric; Resnick, Mitchel
Adventures in Modeling: Exploring Complex, Dynamic Systems with StarLogo.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Software; Elementary Secondary Education; *Mathematical Models; *Mathematics Instruction; Programming Languages
IDENTIFIERS- StarLogo Programming Language

For thousands of years people from da Vinci to Einstein have created models to help them better understand patterns and processes in the world around them. Computers make it easier for novices to build and explore their own models and learn new scientific ideas in the process. This book introduces teachers and students to designing, creating, and investigating models in StarLogo. This resource aims to help educators and their students learn to build their own models, not just use models constructed by others, even if they have no previous modeling or programming experience; cut across traditional disciplinary boundaries to help illuminate the connections among different sciences, social sciences, and mathematics; combine computer activities with "in-the-world activities" providing teachers and students with the best of both worlds; introduce the study of "complex systems," a field that has attracted great attention in the scientific community during the past decade; and provide explicit links to state and national math and science content standards. This book consists of three main sections. The first six chapters explain the philosophy behind the StarLogo, and introduce modeling concepts. The activities and challenges in the second section form the core of the Adventures curriculum. The activities are group exercises that help participants gain a first-person perspective on complex, dynamic models. The challenges are sequential lessons that help trying to frame some of the core methodological, ethical, and political issues they encounter. Like previous scholars who conducted critical research on racial and ethnic minority groups, today's scholars face similar dilemmas as they try to represent the lives of people whose experiences are prone to distortion by stereotype. And for researchers who seek to examine culture and race among students of recently mixed backgrounds, the challenges become profound. (BT)

ED 454 106 SO 032 242

Stein, Rita; Richin, Roberta; Banyon, Richard; Banyon, Francine; Stein, Marc
Connecting Character to Conduct: Helping Students Do the Right Thing.
PUB DATE- 00
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Ethical Instruction; Parent Participation; *Student Behavior; *Student Development; *Student Needs
IDENTIFIERS- *Character Development; *Character Education

The decisions today's students make ripple outward to their immediate family and school community. How can teachers help students make the right decisions and do the right things? When teachers help students make the connection between character and conduct, they begin to offer students a safe environment conducive to learning. This book shows how to connect character, conduct, and the school's curriculum. By adopting the principles of respect, impulse control, compassion, and equity the school community including bus drivers, cafeteria workers, students, parents, teachers, and principals can promote safety and learning inside and beyond the school walls. These guiding principles are not an add-on to an already full curriculum, but through their connection to moral development, language arts, systems, citizenship, and discipline, they are part of a standards-driven curriculum and instructional program. The book shows how students at all grade levels can succeed and learn to do the right thing. Following an introduction, the book is divided into these chapters: (1) "Getting Started"; (2) "The First Ten Days"; (3) "Finding the Time"; (4) "Hallways and Bus Stops"; (5) "Play Ball: Student Athletics"; (6) "Shoulder-to-Shoulder with Parents"; and (7) "Getting Results." Appended are a needs assessment form, assignments and notes from the student handbook, a progress report for behavior replacement plan, an exit survey of graduating seniors, and a staff survey of high school services for students. Contains a list of 66 resources. (BT)

ED 454 107 SO 032 644

Steiner, Stanley F.
Promoting a Global Community through Multicultural Children's Literature.
PUB DATE- 01
NOTE- 179p.; Illustrated by Peggy Hokom. Foreword by Alma Flor Ada.
LANGUAGE- English

Collaboration, Action, and Civic Education" (J. Kunkel; C. Johnson; H. Bakke; J. Miller); and (10) "Integrating the Curriculum and Examining Social Issues in the Sixth Grade" (A. J. Milson; L. Elish-Piper; P. Downey; J. Nordstrom). Essays under the final section, High School, are: (11) "School Schedules: A Key to Time and Team Teaching in the American Social History Project" (D. Gerwin; V. Manolios); (12) "Dual Agendas of Reform and Research: Implementing the Reforms of the Coalition of Essential Schools through 'World Connections'" (M. M. Merryfield; S. Shapiro); (13) "Collaborating on High School Economics" (N. Mallory; S. L. Miller); (14) "Collaboration on Campus: Teaching Rural High School Students through College Methods Classes" (S. B. Oldendorf; M. R. Riney; J. Hutchison); (15) "Preserving Oral Historical Resources through a Community, University, and School-Based Collaboration" (W. W. Wilen; L. Picicco); and (16) "Teacher Release to Industry Program as Professional Development of Teachers of Social Studies" (W. Prior; R. Symons). (BT)

ED 454 127   SO 032 831

Amish, Celeste; Markowski, Tracey; Woolwine, Katrina
Effectively Promoting Positive Character Traits in Children.
PUB DATE- 01
NOTE- 39p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Behavioral Objectives; Grade 1; Grade 3; *Individual Development; *Moral Values; *Personality Traits; Primary Education; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Character Development; Character Education; Illinois (North)

This action research project implemented strategies for effectively promoting attitude and values to elicit good character in children. The targeted population consisted of first and third grade students in three schools in a middle class community in northern Illinois. The lack of respect and poor moral values contributed to the data that are revealed in parent and teacher questionnaires, surveys, and a teacher checklist. Through interpreting documented material, it was found that students were not demonstrating good character traits. This is because of the escalating moral deterioration of children and teachers' inability to teach values throughout the curriculum. Upon reviewing the causes of why students demonstrated inappropriate character traits, three major values (respect, responsibility, caring) were targeted, and a variety of activities were conducted in classroom settings. Post-intervention data indicated an increase in students treating others with respect and in being kind and considerate to others. The intervention of effectively promoting character traits in children appears to have had a positive effect on student behavior. (Contains 5 tables and 23 references.) (BT)

ED 454 128   SO 032 832

Henning, Bradley; Stark, Timothy
Gender Equity in a Physical Education Classroom: A Look at Achievement and Engagement in a Heterogeneous Coeducational Classroom.
PUB DATE- 01

this second edition has been refined with features including expanded coverage in many of the chapters, a detailed analysis of information policies governing e-government, expanded coverage of the Freedom of Information Act and Web sites devoted to it, and directions to sites that provide subject-specific statistics. This guide is current through May 2001. Chapters are: (1) "Government Information and Its Importance"; (2) "Government: Structure and Types of Publications"; (3) "Search Engines: Negotiating the Information Maze"; (4) "Executive Branch"; (5) "Independent Establishments and Quasi-Government Agencies"; (6) "Legislative Branch"; (7) "Judiciary Branch"; (8) "Statistics"; (9) "One-Stop Shopping and Electronic Reference Desks"; (10) "Government Web-based Services"; (11) "Maps and Geographic Information Systems"; (12) "Selected Subjects"; (13) "Web Pages for the Nation's Youth"; (14) "E-Gov Come to the Federal Government"; and (15) "Web Browser Hardware and Software." (Contains 23 figures.) (BT)

ED 454 147 SO 032 860

Abu-Haidar, Sumaya
(Un)Silenced Voices: A Case Study of Three Latinas' Successful Negotiation of Public Deliberations about Education.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Case Studies; *Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; *Political Power; Public Schools
IDENTIFIERS- Boulder Valley Public Schools CO; Educational Issues; Latinas; Marginalized Groups; *Public Discourse; Theoretical Orientation

This paper seeks to answer the following questions: How is the criterion of inclusion being met in real public deliberations? How are gross inequities in knowledge and political power affecting patterns of domination and subordination? Are attempts at implementing public deliberation strengthening or challenging the status quo? and How can public deliberations be organized in such a way as to encourage the meaningful inclusion of unequally empowered social groups? Based on a 2-year case study of a public deliberation process in a Colorado school district, the paper focuses on the agenda-setting (or issue-framing) portion of the process and describes two important aspects of the process: (1) the silencing of less powerful participants early in the process and (2) the strategies used by three Latina participants to collectively (and successfully) negotiate the process and be more fully included. Based on the data presented, conclusions are drawn about three issues: political equality in deliberative democracy, subaltern counter-publics, and group representation. The paper concludes by discussing more specifically the potential benefits of public deliberation for the education policy arena. It argues that deliberative theory would be better served if the public sphere is re-envisioned as a multiplicity of competing publics rather than as a single public that brings together unequally empowered social groups. Includes 4 notes. Contains a 16-item bibliography. (BT)

ED 454 148 SO 032 861

Reviews of National Policies for Education: Latvia. Education and Skills.

must be defined, with increased understanding of management between the municipality, school administrators, and staff); and target-oriented use of resources (there must be an awareness of and solutions to promoting better use of resources in the Folkeskole). (SM)

ED 454 167 SP 040 034

Sykes, Heather
Pedagogies and Life Histories of Non-Heterosexual Physical Educators.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This research was supported by the Virginia Horne Henry Fund for Issues in Women's Physical Education at the University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Elementary Secondary Education; *Females; *Homophobia; *Homosexuality; *Physical Education Teachers; *Racial Bias; Racial Identification; Student Attitudes
IDENTIFIERS- Antibias Practices; Antiracist Education

This paper draws on recent poststructural, psychoanalytic, feminist, and queer theorizing to analyze progressive pedagogies described by homosexual physical educators and professors. It is based on two life history projects conducted with physical educators. The overall purpose of the research was to examine the social construction of female sexualities within the physical education profession. The teachers' personal narratives described how their identities (whether they were racial, gendered, or sexual) shaped their pedagogies. One teacher came out as a lesbian to her students each year in a planned manner, then formally used her lesbian identity to illustrate the classroom management principle of pride as an element of respect. Another teacher made explicit the link between her lesbian desire and her ethical response as a teacher, though that link was only articulated in non-teaching conversations and was not part of a formal anti-homophobic pedagogy. Two other teachers' narratives made overt ties between racial identity and pedagogy. They outlined direct links between their teaching and different forms of racism. The links between lesbian identity and anti-racist responses were less explicit. (Contains 46 references.) (SM)

ED 454 168 SP 040 035

Health Education Content Standards and Benchmarks.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Advocacy; *Benchmarking; *Comprehensive School Health Education; Decision Making; Educational Quality; Elementary Secondary Education; Health Behavior; *Health Promotion; Interpersonal Competence; Quality Control; *State Standards; Student Behavior
IDENTIFIERS- Michigan

visit. The College of Education and Human Services is committed to selecting and graduating outstanding candidates who are empowered with the knowledge, skills, and dispositions necessary to assume responsibility for the exercise of professional judgment and continued professional growth to meet the needs of diverse students in a changing society. It is developing a conceptual framework which defines the preparation of effective, dedicated, and competent professionals. Learners are the center of the conceptual framework, emphasizing individual variations, cultural diversity, and societal influences. The framework identifies the process of knowledge construction, authentic learning and assessment, and learning interactions and includes learners outcomes (professionalism, decision making, and life long learning). Part of the 2003 NCATE accreditation process includes creating a Web site for electronic distribution of materials. The university is also revising student teaching guidelines. Student teachers will prepare electronic portfolios as evidence of program outcomes. They will be required to post assignments to their personal Web sites for inclusion in the electronic portfolios. The university is planning to develop electronic exhibits related to technology use in data collection. (SM)

ED 454 187 SP 040 061

Hall, Vinni M.
Teacher Efficacy Narratives as a Curricular Component for Preservice Teachers.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Discussion (Teaching Technique); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Self Efficacy; *Special Education Teachers; Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness

This study proposed a curriculum design for special education teacher preparation that sought to develop beliefs and stimulate thinking around a construct of teacher efficacy. Class discussions using six narratives collected from veteran special educators served as a curricular component for a student teacher seminar to talk about teacher efficacy for students with disabilities. A reference group of other professionals, parents, and students framed the narratives around five bottom line teacher efficacy objectives. The narrative activity was presented to 18 student teachers in fall 2000. Seven patterns emerged: the narratives confirmed real classroom experience; aspects of some special educator tasks were crystallized; a community of learners grappled with the narrative dilemmas; certain special educator role dimensions were influenced by age and experiences; philosophies, pronouns, and certain understandings seemed to change; talk about hard efficacy problems led to questioning solutions; and new bottom line objectives of teacher efficacy emerged. The narratives provided an opportunity to present hard-to-capture ideas, supported A. Bandura's 1997 template for the sources of self-efficacy, served as a textbook for and by practitioners, and stimulated teacher efficacy talk. (Contains 61 bibliographic references.) (SM)

ED 454 188 SP 040 062

understand and communicate their ideas to others, and learn from their teaching assessment. Jugyou Kenkyu lets teachers conduct action research, providing opportunities for professional collaboration in solving school problems and addressing teachers' individual needs. In Jugyou Kenkyu, teachers try to understand what students need to experience success in their classroom. As classroom researchers, teachers can understand the process of teacher-student interaction, learn how to examine classroom phenomena, evaluate the teaching-learning process, and learn more about their students. (Contains 25 references.) (SM)

ED 454 207 SP 040 082

McDermott, Peter C.; Rothenberg, Julia J.
New Teachers Communicating Effectively with Low-Income Urban Parents.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Blacks; *Communication Skills; *Consciousness Raising; Cultural Awareness; Cultural Differences; Elementary Education; Higher Education; Hispanic American Students; Hispanic Americans; Interpersonal Communication; Low Income Groups; *Parent Participation; *Parent Teacher Cooperation; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Urban Schools
IDENTIFIERS- African Americans; Latinos

This study examined what low income parents perceived about their involvement in their children's education and what teachers needed to know about teaching in urban schools. The study also investigated whether, given explicit instruction and practice, prospective teachers would positively change their perceptions about interacting with low income African American and Latino parents. First, researchers used focus groups to elicit the perceptions of low income African American and Latino parents about their children's education. Overall, the urban parents often felt alienated and unwelcome at school events, though they indicated that some teachers, whom they respected, communicated frequently with them in a variety of ways (e.g., notes home, telephone calls, newsletters, and home visits). Using this information, researchers integrated into an undergraduate elementary method course a variety of learning activities to improve undergraduates' skills at communicating with urban parents. A pre-post survey of 30 undergraduate preservice elementary teachers who participated in the methods program indicated that there was significant growth in their knowledge of how to conduct family conferences, show authentic interest in family involvement, and communicate in various ways with urban families. Appended are: Percentage Rankings of Students' Answers to Survey Items, the Rubric for Parent Story, and the "Family Newsletter." (Contains 20 references.) (SM)

ED 454 208 SP 040 083

Zmuda, Allison; Tomaino, Mary
The Competent Classroom. Aligning High School Curriculum, Standards, and Assessment: A Creative Teaching Guide. The Series on School Reform.

conclusion of the course. (Contains 103 references, 11 tables, and 6 figures.) (Author/SM)

ED 454 227 SP 040 107

Reali, Aline M. de M. R.; Reyes, Claudia R.; Martucci, Elisabeth M.; Mizukami, Maria da Graca N.; Lima, Emilia F. de; Tancredi, Regina M. S. P.; Mello, Roseli R.
How Teachers Assess and Attribute Grades: Report on a Teaching and Learning Experience.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association for Educational Assessment (27th, Rio de Janeiro, Brazil, May 6-11, 2001.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Elementary Education; Elementary School Teachers; Foreign Countries; Grades (Scholastic); *Grading; *Student Evaluation; Teacher Attitudes; *Writing (Composition); *Writing Evaluation
IDENTIFIERS- Brazil; *Teacher Thinking

This study investigated Brazilian elementary teachers' decision making processes when evaluating and grading students' written work. Teachers analyzed the written work of four students who were unknown to them, then produced reports indicating: their perception of the author's grade level and reasons for believing it was that grade level; positive and negative aspects of the written piece; and the grade they would give for the work. Results indicated that the most visible characteristics of the texts (those most closely related to teaching contents and correction) determined how consistently teachers rated the students' grade levels and the grades that they gave to the texts. There were four evaluative patterns corresponding to: teachers producing reports that favored more formal and surface elements (orthography, punctuation, and paragraphs) and those related to such factors as theme development, cohesiveness, consistency, style, and genre; identification of reports that emphasized the formal aspects of the texts rather than the more subjective aspects; prevalence of informal or subjective aspects of the text over formal ones; and teachers' claims about needing to get to know the students and the contextual factors in order to be able to produce an adequate report. (Contains 13 references.) (SM)

ED 454 228 SP 040 109

Chung, Yue-ping; Hung, Fan-sing
Teacher Supply in Hong Kong: Educational Qualifications and Growth.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Foreign Countries; Higher Education; Labor Turnover; Preservice Teacher Education; Professional Training; Secondary Education; *Secondary School Teachers; Teacher Certification; Teacher Competencies; *Teacher Persistence; Teacher Placement; *Teacher Qualifications;

Jenzi
The Minnesota Test of Critical Thinking: Development, Analysis, and Critical Issues.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Factor Analysis; *Factor Structure; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Reliability; *Test Construction

The Minnesota Test of Critical Thinking (MTCT) has been designed to measure both critical thinking (CT) skills and a key disposition of critical reasoning: the willingness to evaluate arguments that are congruent with one's own goals and beliefs critically. The MTCT uses a taxonomy of CT skills derived from the American Philosophical Association's "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction" (1990). Preservice teachers in training (n=210) were administered one of two forms of the MTCT by random assignment. Initial results indicate an overall Cronbach's alpha for form A of 0.76 and for form B of 0.69. These levels of internal consistency are perhaps appropriate in testing a construct that is itself multi-factor, and the levels are in the upper range when compared with other tests of CT. Examination of the correlation matrix of the subscales as well as the factor structure of the test indicates support for a hypothesized structure of CT with three aspects: metacognitive, analytic, and communicative. The instability of the subscale scores indicates the need for caution in interpretation, however. These results indicate the MTCT has potential for measuring CT skills, but could benefit from further revision and refinement. The results also indicate the need for increased research into the structure of CT. (Contains 29 references.) (Author/SLD)

ED 454 249 TM 032 852

Johnson, William L.; Wiens, Scott A.; Johnson, Annabel M.
Development of a Workshop Evaluation Instrument.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; *Instructional Effectiveness; Psychometrics; *Test Construction; *Workshops

This paper details the development and psychometric analysis of an instrument used for workshop evaluation. The instrument was designed to assess the effectiveness of the workshops, the instructors conducting the workshop training, and the training materials. The instrument used a Likert agree/disagree format. A psychometric analysis of scores from 584 participants found 2 factors that validated the proposed structure of the instrument. The first factor pertained to the workshops and training materials, while the second factor pertained to the instructors themselves. The Cronbach alpha value for the instrument was 0.88. Recommendations are also made for the generic use of the instrument in various training and assessment environments. The instrument is attached. (Contains 2 tables and 14 references.) (Author/SLD) and 13 references.) (Author/SLD)

ED 454 268 TM 032 877

Matthews-Lopez, Joy L.; Hombo, Catherine M.
Modeling the Hyperdistribution of Item Parameters To Improve the Accuracy of Recovery in Estimation Procedures.
SPONS. AGENCY- Educational Testing Service, Princeton, NJ.
PUB DATE- 01
NOTE- 25p.; Supported by Educational Testing Service Research Allocation Project 862.07.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); Monte Carlo Methods; Statistical Distributions; *Test Construction
IDENTIFIERS- *Item Parameters

The purpose of this study was to examine the recovery of item parameters in simulated Automatic Item Generation (AIG) conditions, using Markov chain Monte Carlo (MCMC) estimation methods to attempt to recover the generating distributions. To do this, variability in item and ability parameters was manipulated. Realistic AIG conditions were simulated, and the SCORIGHT computer program was used to estimate item parameters and simulee ability. There were indications that the MCMC estimation failed to converge in the 2000 cycle run. Histograms for some of the items show that the MCMC procedure had not yet converged for the individual runs or that the program was not operating correctly, and that the former was more likely. It was uncertain that valid inferences would be made based on the analyses. Follow-up work is planned, using 25,000 iterations. (SLD)

ED 454 269 TM 032 878

Dodeen, Hamzeh; Johanson, George
The Prevalence of Gender DIF in Survey Data.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Attitudes; Effect Size; Females; *Item Bias; Males; *Sex Differences; *Surveys; Test Items
IDENTIFIERS- Logistic Regression; *Mantel Haenszel Procedure

The purpose of this study was to determine the extent and magnitude of differential item functioning (DIF) between males and females in existing attitudinal data sets. The focus was on the approximate proportion of items that show statistically significant DIF in selected data sets concerning attitude scales, the magnitude of this DIF, and whether the items more often favor males or females. Two methods for detecting DIF, the Mantel-Haenszel (MH) procedure and logistic regression (LR), were used. While more than 70 data sets were used, only 23 met the standards for inclusion in this study. These 23 data sets contained 54 acceptable scales with a total of 42,370 subjects responding to 982 items. Results suggest that these scales may have had more than a few items functioning differentially by gender. Generally DIF, with respect to gender, appeared to be reasonably balanced between items favoring males and those favoring females. However, it cannot

North Carolina End of Grade Testing Program; *Wake County
Public School System NC

This report provides information on the performance of Wake County Public School System (WCPSS) students on the North Carolina competency tests. One requirement for a North Carolina high school diploma is to meet the competency standard in reading and mathematics. To demonstrate this competence, a student must achieve performance equivalent to Achievement Level III or above on the eighth-grade North Carolina End-of-Grade Tests in Reading and Mathematics. A scale score of 156 or above meets the requirement for reading, and a score of 165 or higher meets the mathematics requirement. Approximately 85% of WCPSS met the standard at the first test administration in eighth grade, and approximately 82% met the standards for mathematics, with approximately 79% passing both tests. Students in grades 9 through 12 who did not meet the standards earlier must take the competency tests in high school. The report contains competency information for these students through grade 12 in the 1999-2000 school year. At of the end of the 10th grade, passing rates for reading and mathematics are approximately the same, 92%. The passing rate for all high school students at the end of the 1999-2000 school year was approximately 90%. A higher percentage of female students passes the tests, and there are disparities in passing rates for racial and ethnic groups. Approximately 3.5% of high school seniors had not met the requirement at the end of the school year and thus were not eligible for a high school diploma. (Contains 11 figures.) (SLD)

ED 454 290 TM 033 034

Banks, Karen
The Effect of School Poverty Concentration in WCPSS. Research
Watch. E&R Report.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary
Education; Institutional Characteristics; *Low Income Groups;
*Poverty; Socioeconomic Status
IDENTIFIERS- *Wake County Public School System NC

Data compiled on the impact of school poverty in the Wake County Public School System (WCPSS), North Carolina, support the current policy that sets 40% as a target maximum percentage of low-income students that would be assigned to a school. Major findings of a study of the effects of school poverty in the WCPSS include the determination that previous actions of the district have created a system of schools in which relatively few campuses have a high concentration of poverty. Given the variations in WCPSS schools' performance, many factors beyond school poverty are affecting achievement growth in each school. Analysis of the North Carolina End-of-Grade (EOG) test scores show that small reductions in the concentration of poverty at a school are unlikely to have a meaningful effect on student achievement growth, although the differences might be statistically significant. Larger changes in the concentration of poverty in a school would be likely to produce changes in student achievement growth that would be both statistically and educationally significant. Two appendixes contain a report on tests for the curvilinear effects of school poverty on EOG scores by grade and subject and achievement test results for

Dimensions" (Amy Stuart Wells and Janelle Scott). The sixth section, "Perspectives of Stakeholders," includes: (11) "Vouchers, Privatization, and the Poor" (Gary Natriello) and (12) "Teachers and Privatization" (Caroline Hodges Persell). The seventh section, "Evaluation Designs," includes: (13) "Criteria for Evaluating School Voucher Studies" (David E. Myers) and (14) "Designing Education Voucher Experiments: Recommendations for Researchers, Funders, and Users" (Fred Doolittle and Wendy Connors). (Each paper contains references.) (SM)

ED 454 309 UD 034 229

The Continuing Struggle against Unequal Educational Opportunity.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Black Students; Educational Vouchers; Elementary Secondary Education; *Equal Education; Higher Education; Low Income Groups; Parent Participation; Private Schools; *School Choice

The Black Alliance for Educational Options (BAEO) supports educational initiatives that transform learning and provide families, especially low income families, with exemplary options and the power to choose the most appropriate option for their children. It actively promotes parental choice and increased educational opportunities for black children. The BAEO works with individuals and groups that share the goal of expanded educational options for low income families. The U.S. Department of Education's "The Condition of Education 2000" suggests that parents who select their children's schools are more likely to be satisfied than are parents of children attending assigned schools. "The Condition of Education 1999" indicates that school choice is widespread in America, except among poor families. Many Americans support an end to inconsistent public policy which allows wide availability of tax support for parental choice of private education at pre-primary and postsecondary schools but little such support in grades 1-12. There are very high levels of support for expanded parental choice among black parents. BAEO commends the Department of Education for recognizing the issues of school choice and parent satisfaction in "The Condition of Education 2000," but they note that disparities described in the report are unacceptable and must be eliminated. (SM)

ED 454 310 UD 034 230

Galpern, Dan
Lasting Returns: Strengthening California's Child Care and Development System.
SPONS. AGENCY- Ford Foundation, New York, NY.; James G. Irvine Foundation, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.; California Wellness Foundation.
PUB DATE- 01
NOTE- 38p.; Also sponsored by the Penney Family Fund, the Friedman Family Foundation, and the California Endowment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Day Care; Early Childhood Education;

Teacher Improvement
IDENTIFIERS- Alabama; Kentucky; North Carolina; *Reform Efforts; Tennessee

This report examines the design and operation of efforts by several states that are implementing initiatives to improve low performing schools, drawing out lessons that could be applied in Tennessee. It focuses on why initiatives in Kentucky and North Carolina deserve attention; core ideas shaping Kentucky's and North Carolina's programs; what form and focus the assistance takes; how distinguished educators are recruited; how the selection process is conducted; how states train their distinguished educators; what continuing supports state departments of education provide to their assistance teams; the Alabama Initiative; ingredients for success; and the best design for Tennessee. Seven appendixes, which comprise the bulk of this report, include: the Kentucky Department of Education Best Practice Guidelines; the Kentucky "Effective Lesson Design Checklist for Classroom Instruction"; Kentucky recommended readings; the North Carolina Department of Public Instruction's "Assistance Teams: Partners for Excellence. An Information Guide"; the North Carolina Department of Public Instruction's "State Assistance Teams: Operational Guidelines 2000"; the North Carolina Department of Public Instruction's "1999 School-Based Management and Accountability Procedures Manual" (selected excerpts); and state contracts. (SM)

ED 454 329 UD 034 249

Rothman, Robert
Bringing All Students to High Standards: Report on National Education Goals Panel Field Hearings. Lessons from the States.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; After School Education; Educational Quality; Educational Research; Elementary Secondary Education; Extended School Day; Extended School Year; Faculty Development; Family School Relationship; Leadership Training; Minority Group Children; School Business Relationship; Summer Programs; Teacher Competencies; Teacher Expectations of Students

In 2000, the National Education Goals Panel examined the conditions that help ensure school success, conducting a series of four field hearings nationwide to find evidence of success and to understand why schools were succeeding. Participants at the hearings included students, teachers, parents, principals, superintendents, university presidents, business leaders, school board members, and academic researchers. The hearings focused on achieving high standards with minority and urban students and empowering educators to bring all students to high standards. Overall, they demonstrated that despite negative news about education, there are positive signs nationwide that educators and the public are creating successful schools and school systems. They showed that achieving success does not just happen, but rather takes concerted effort, over time, by many people. They also showed that reformers took quite different paths, even when they pursued common strategies. Common themes that emerged defined conditions needed for all students to learn, including: high expectations for all students; consistency over time; clear accountability; using data to drive improvement; improving teacher quality; expanding finance system are responsible for its inability to deliver adequate resources to City students. This report explains why the system does not work, demonstrating that the present funding system does not deliver resources adequate to meet students' needs because it is not set up to do this (there is no mechanism for assessing need). The report discusses how the state funds education; state finance system shortchanges in the City's public schools; education costs not being a factor in the state finance system; the state being legally required to safeguard City schools' access to adequate resources; and recent aid increases not being able to replace systemic reform. Until New York implements a cost-based education finance system, no amount of increased spending can remedy its fundamental failure to ensure that every year enough money is provided to offer a sound basic education to all students. (SM)

ED 454 349 UD 034 277

Special Report: The Trial Court's Decision. In Evidence: Policy Reports from the CFE Trial, Volume 3.
PUB DATE- 01
NOTE- 30p.; For Volumes 2 and 3, see UD 034 275 and 276.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Accountability; Basic Skills; Court Litigation; *Educational Finance; *Educational Quality; Elementary Secondary Education; *Equal Education; *Financial Support; High Risk Students; Public Education; State Courts; State Government; State Standards; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report summarizes a 2001 decision by the New York State Supreme Court in a landmark school funding case, Campaign for Fiscal Equity (CFE), Inc. v. State of New York. The original lawsuit was filed on behalf of New York City students, charging that New York State has underfunded the New York City public schools and denied City students their constitutional right to a sound basic education. The Supreme Court decision declared the current state school funding system unconstitutional and ordered the legislature to replace it with a new cost-based system that ensures that every school district has sufficient resources to provide the opportunity for a sound basic education to all students. The Justice's decision defined a sound basic education in terms of the foundational skills students need to become productive citizens capable of civic engagement and sustained competitive employment. It named seven essential resources that the state must guarantee New York City students, including sufficient numbers of qualified school personnel, appropriate class sizes, additional resources for at-risk students, adequate and accessible facilities, and sufficient and up-to-date books, libraries, educational technology and laboratories, which the state must fund at minimum. The remedy restores the necessary link between need and resources devoted to meeting that need. Finally, the Justice directed the state to examine the effects of racial isolation on many of the City's school children and its impact on academic achievement. (SM)

ED 454 350 UD 034 278

OJJDP Research 2000 Report.
PUB DATE- 01

Aarila, Tiina

Viikki Virtual Infocentre--An Integrated Information Workstation.
7p. 1mf. L1 ED 453 801

Abbey, Cherie D., Ed.

Biography Today: Profiles of People of Interest to Young
Readers. Author Series, Volume 9.
216p. 3mf. L1 ED 454 140

Abbott, Martin L.

The Relationships among Achievement, Low Income, and Ethnicity
across Six Groups of Washington State Students. Technical Report
#1.
30p. 1mf. L1 ED 454 356

Abu-Haidar, Sumaya

(Un)Silenced Voices: A Case Study of Three Latinas' Successful
Negotiation of Public Deliberations about Education.
30p. 1mf. L1 ED 454 147

Afrik, Tai, Ed.

The State of Adult and Continuing Education in Africa.
269p. 3mf. L1 ED 453 359

Ager, Dennis

Motivation in Language Planning and Language Policy.
Multilingual Matters 119.
216p. 0mf. L3 ED 453 659

Ahearn, Charles, Ed.

The U.S. Department of Education's Improving America's Schools
Summer Institute 2000 Proceedings: Strategies for Turning Around
Low-Performing Schools (Washington, DC, July 13-14, 2000).
37p. 1mf. L1 ED 453 568

AL-Bataineh, Adel

Reflections on Practice: Classroom Observations.
11p. 1mf. L1 ED 454 229

Al-Bataineh, Adel T.

Accountability Issues in School Violence.
9p. 1mf. L1 ED 453 478

Al-Musawi, Nu'man M.

The Effect of Student Teaching Programs on Students' Beliefs
about Teaching and Learning Processes.
88p. 1mf. L2 ED 454 198

Alblas, Art, Ed.

Teaching for Scientific Literacy: Context, Competency, and
Curriculum. Proceedings of the International Utrecht/ICASE

Substance Abuse, Department of Social and Health Services, State of Washington.
74p. 1mf. L2 ED 453 488

Brannan, Steve

The Impact of Camp Programs on Children with Disabilities: Opportunities for Independence.
13p. 1mf. L2 ED 454 029

Braslavsky, Cecilia

The Secondary Education Curriculum in Latin America: New Tendencies and Changes. Final Report of the Seminar Organized by the International Bureau of Education and Held at the International Institute for Educational Planning (Buenos Aires, Argentina, September 2-3, 1999).
43p. 1mf. L1 ED 453 587

Brauer, Gerd, Ed.

Pedagogy of Language Learning in Higher Education: An Introduction. Advances in Foreign Language Pedagogy, Volume 2.
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(141) Reports - Descriptive (Continued)

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Mt. SAC Research Briefs, 2000.	8p.	L1	ED 453 886
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African American Mathematic Student Perceptions of Peers, Education, and Mathematical Experiences.	18p.	L1	ED 454 054
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AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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SP - Teaching and Teaching Education

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TM - Assessment and Evaluation

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EA - Educational Management

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EF - Eric Facility

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HE - Higher Education

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HE034022	ED453702
HE034023	ED453703
HE034024	ED453704
HE034026	ED453705
HE034028	ED453706
HE034029	ED453707

HE034030	ED453708
HE034031	ED453709
HE034032	ED453710
HE034033	ED453711
HE034034	ED453712
HE034035	ED453713
HE034036	ED453714
HE034037	ED453715
HE034038	ED453716//
HE034039	ED453717
HE034040	ED453718
HE034041	ED453719
HE034043	ED453720
HE034044	ED453721
HE034045	ED453722
HE034046	ED453723
HE034047	ED453724
HE034048	ED453725
HE034049	ED453726
HE034051	ED453727
HE034052	ED453728
HE034053	ED453729
HE034054	ED453730
HE034055	ED453731
HE034056	ED453732
HE034057	ED453733//
HE034058	ED453734
HE034059	ED453735
HE034060	ED453736
HE034062	ED453737
HE034063	ED453738
HE034064	ED453739
HE034065	ED453740
HE034066	ED453741
HE034067	ED453742
HE034068	ED453743
HE034069	ED453744
HE034070	ED453745
HE034071	ED453746
HE034072	ED453747//
HE034074	ED453748
HE034075	ED453749
HE034076	ED453750
HE034077	ED453751
HE034078	ED453752
HE034079	ED453753
HE034080	ED453754
HE034081	ED453755
HE034082	ED453756
HE034083	ED453757
HE034084	ED453758
HE034085	ED453759
HE034086	ED453760
HE034087	ED453761
HE034088	ED453762
HE034089	ED453763
HE034090	ED453764
HE034091	ED453765//
HE034092	ED453766//
HE034093	ED453767
HE034094	ED453768
HE034097	ED453769
HE034098	ED453770
HE034100	ED453771

HE034101	ED453772
HE034102	ED453773
HE034103	ED453774
HE034104	ED453775
HE034107	ED453776
HE034108	ED453777
HE034109	ED453778
HE034110	ED453779

IR - Information and Technology

IR020559	ED453780//
IR020560	ED453781//
IR020624	ED453782//
IR020625	ED453783
IR020626	ED453784
IR020628	ED453785
IR020629	ED453786
IR020630	ED453787
IR020631	ED453788//
IR020632	ED453789
IR020633	ED453790
IR020637	ED453791
IR020638	ED453792
IR020639	ED453793
IR020640	ED453794
IR020641	ED453795
IR020642	ED453796
IR020643	ED453797
IR020644	ED453798
IR020645	ED453799
IR020646	ED453800
IR020647	ED453801
IR020648	ED453802
IR020649	ED453803
IR020651	ED453804
IR020652	ED453805//
IR020667	ED453806
IR020680	ED453807
IR020681	ED453808
IR020692	ED453809
IR020693	ED453810//
IR020694	ED453811
IR020695	ED453812
IR020696	ED453813
IR020697	ED453814
IR020698	ED453815
IR020700	ED453816
IR020701	ED453817
IR020702	ED453818
IR020703	ED453819
IR020704	ED453820
IR020705	ED453821
IR020706	ED453822//
IR020707	ED453823
IR020708	ED453824
IR020709	ED453825
IR020710	ED453826
IR020711	ED453827
IR020791	ED453828
IR020838	ED453829
IR020841	ED453830//
IR058083	ED453831//
IR058087	ED453832//

IR058102	ED453833//
IR058104	ED453834
IR058106	ED453835//
IR058107	ED453836
IR058108	ED453837//
IR058142	ED453838//

JC - Community Colleges

JC000202	ED453839
JC000327	ED453840
JC000458	ED453841
JC010163	ED453842
JC010393	ED453843
JC010395	ED453844
JC010396	ED453845
JC010397	ED453846
JC010398	ED453847
JC010399	ED453848
JC010400	ED453849
JC010401	ED453850
JC010402	ED453851
JC010404	ED453852
JC010405	ED453853
JC010407	ED453854
JC010408	ED453855
JC010409	ED453856
JC010410	ED453857
JC010411	ED453858
JC010412	ED453859
JC010414	ED453860
JC010415	ED453861
JC010416	ED453862
JC010417	ED453863
JC010418	ED453864
JC010419	ED453865
JC010420	ED453866
JC010421	ED453867
JC010422	ED453868
JC010425	ED453869
JC010426	ED453870
JC010427	ED453871
JC010428	ED453872
JC010429	ED453873
JC010430	ED453874
JC010431	ED453875
JC010432	ED453876
JC010433	ED453877
JC010435	ED453878
JC010436	ED453879
JC010439	ED453880
JC010441	ED453881
JC010444	ED453882
JC010448	ED453883
JC010450	ED453884
JC010451	ED453885
JC010453	ED453886
JC010454	ED453887
JC010455	ED453888
JC010456	ED453889
JC010457	ED453890
JC010458	ED453891
JC010459	ED453892
JC010460	ED453893

JC010461	ED453894
JC010462	ED453895
JC010463	ED453896
JC010464	ED453897
JC010465	ED453898
JC010467	ED453899
JC010468	ED453900
JC010469	ED453901

PS - Elementary and Early Childhood Education

PS028945	ED453902//
PS029277	ED453903
PS029278	ED453904
PS029279	ED453905
PS029290	ED453906
PS029348	ED453907
PS029353	ED453908
PS029399	ED453909
PS029434	ED453910
PS029461	ED453911
PS029463	ED453912
PS029464	ED453913
PS029465	ED453914
PS029466	ED453915
PS029467	ED453916
PS029473	ED453917
PS029474	ED453918
PS029475	ED453919
PS029476	ED453920
PS029477	ED453921
PS029478	ED453922
PS029486	ED453923
PS029487	ED453924
PS029488	ED453925
PS029489	ED453926
PS029490	ED453927
PS029491	ED453928
PS029492	ED453929
PS029494	ED453930
PS029498	ED453931
PS029503	ED453932
PS029505	ED453933
PS029506	ED453934
PS029515	ED453935
PS029516	ED453936
PS029518	ED453937
PS029520	ED453938
PS029522	ED453939
PS029523	ED453940
PS029524	ED453941
PS029525	ED453942
PS029526	ED453943
PS029527	ED453944
PS029528	ED453945
PS029529	ED453946
PS029530	ED453947
PS029531	ED453948
PS029532	ED453949
PS029533	ED453950
PS029534	ED453951
PS029535	ED453952
PS029536	ED453953
PS029537	ED453954

PS029538	ED453955
PS029539	ED453956
PS029541	ED453957
PS029542	ED453958//
PS029543	ED453959//
PS029544	ED453960//
PS029545	ED453961
PS029546	ED453962
PS029547	ED453963
PS029551	ED453964
PS029553	ED453965
PS029554	ED453966
PS029556	ED453967
PS029557	ED453968
PS029558	ED453969
PS029559	ED453970
PS029561	ED453971
PS029563	ED453972
PS029564	ED453973
PS029566	ED453974//
PS029567	ED453975
PS029568	ED453976
PS029569	ED453977
PS029570	ED453978
PS029589	ED453979
PS029590	ED453980
PS029591	ED453981
PS029593	ED453982
PS029800	ED453983

RC - Rural Education and Small Schools

RC022906	ED453984
RC022922	ED453985
RC022964	ED453986
RC022993	ED453987
RC023000	ED453988
RC023001	ED453989
RC023002	ED453990
RC023007	ED453991
RC023009	ED453992//
RC023010	ED453993
RC023011	ED453994
RC023014	ED453995
RC023016	ED453996
RC023017	ED453997//
RC023019	ED453998//
RC023020	ED453999
RC023021	ED454000
RC023022	ED454001
RC023023	ED454002
RC023024	ED454003
RC023025	ED454004
RC023026	ED454005
RC023027	ED454006
RC023028	ED454007
RC023029	ED454008
RC023030	ED454009
RC023031	ED454010
RC023032	ED454011
RC023033	ED454012
RC023034	ED454013
RC023035	ED454014
RC023036	ED454015

RC023037	ED454016
RC023038	ED454017
RC023039	ED454018
RC023075	ED454019
RC023076	ED454020
RC023077	ED454021
RC023078	ED454022
RC023079	ED454023
RC023080	ED454024
RC023081	ED454025
RC023082	ED454026
RC023083	ED454027
RC023084	ED454028
RC023085	ED454029

SE - Science, Mathematics, and Environmental Education

SE063524	ED454030
SE063767	ED454031
SE064173	ED454032
SE064726	ED454033
SE064735	ED454034
SE064736	ED454035
SE064737	ED454036
SE064738	ED454037
SE064763	ED454038
SE064769	ED454039
SE064771	ED454040
SE064772	ED454041
SE064775	ED454042
SE064896	ED454043//
SE064897	ED454044
SE064898	ED454045
SE064899	ED454046
SE064901	ED454047
SE064902	ED454048
SE064903	ED454049
SE064904	ED454050
SE064905	ED454051
SE064906	ED454052
SE064908	ED454053
SE064909	ED454054
SE064910	ED454055
SE064912	ED454056
SE064913	ED454057
SE064915	ED454058
SE064916	ED454059
SE064917	ED454060
SE064918	ED454061
SE064920	ED454062
SE064922	ED454063
SE064923	ED454064
SE064925	ED454065
SE064931	ED454066//
SE064933	ED454067//
SE064934	ED454068//
SE064935	ED454069//
SE064936	ED454070
SE064937	ED454071
SE064938	ED454072
SE064939	ED454073
SE064940	ED454074
SE064947	ED454075
SE064948	ED454076

SE064952	ED454077
SE064958	ED454078
SE064977	ED454079
SE064983	ED454080//
SE064984	ED454081//
SE065041	ED454082
SE065047	ED454083
SE065048	ED454084
SE065055	ED454085//
SE065056	ED454086
SE065057	ED454087
SE065066	ED454088
SE065067	ED454089
SE065069	ED454090
SE065070	ED454091
SE065071	ED454092//
SE065072	ED454093
SE065073	ED454094
SE065074	ED454095
SE065075	ED454096
SE065083	ED454097
SE065085	ED454098
SE065086	ED454099

SO - Social Studies/Social Science Education

SO032045	ED454100
SO032049	ED454101
SO032050	ED454102
SO032102	ED454103
SO032108	ED454104
SO032119	ED454105
SO032242	ED454106
SO032644	ED454107//
SO032758	ED454108
SO032762	ED454109
SO032778	ED454110
SO032779	ED454111
SO032780	ED454112//
SO032781	ED454113//
SO032783	ED454114//
SO032784	ED454115//
SO032789	ED454116
SO032790	ED454117
SO032791	ED454118
SO032793	ED454119
SO032806	ED454120
SO032812	ED454121
SO032826	ED454122
SO032827	ED454123
SO032828	ED454124
SO032829	ED454125
SO032830	ED454126
SO032831	ED454127
SO032832	ED454128
SO032833	ED454129
SO032834	ED454130

SO - Social Studies/Social Science Education (continue)

SO032835	ED454131
SO032836	ED454132
SO032838	ED454133//
SO032841	ED454134
SO032844	ED454135